



The Macon Miracle

District Management Plan (Updated 04/15/12)

Presented by

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February 2012

Greetings:

The most effective way we can honor the legacy of the students and staff of the Bibb County School District is to work in support of education. We must ensure that all students are college-ready and prepared for a 21st century, multi-ethnic, global economy.

As Superintendent of Schools, it is my resolve to bring about positive change for the students in our school district. The Bibb County School District's Mission is that *"Each student demonstrates strength of character and is college ready"*. Our Mission statement guided us as we developed this Strategic Plan to close the opportunity gap. *"The Macon Miracle"* describes our starting point and clearly defines our strategic goals, the strategies for achieving our goals, and the action steps we must take to ensure all students achieve at high levels.

Without a doubt, the challenge before us is great. Parents, businesses, community members, and community leaders will play a critical role in the success of the plan. As a community, we all must embrace our responsibility to ensure our students attain proficiency and achieve their full potential. Our students are a reflection of our community. As adults, we must make a commitment to creating an educational environment, and a community, that ensures students' success —regardless of race, gender, ethnicity, or socio-economic status. We must provide them with the tools they need to achieve at high levels.

Please join me in making the "Macon Miracle" a reality as we move forward in the journey to build strength of character in every student and to ensure that each child is college ready. Working together, we will prepare our students for achievement in the 21st century, multi-ethnic, global economy.

Sincerely,

Romain Dallemand, Ed. D.
Superintendent of Schools



Mission: Each student demonstrates strength of character and is college ready.

Vision: To develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century, multi-ethnic, global economy.

Core Values:

- Develop a learning orientation which mobilizes effective effort to accelerate learning.
- Develop a culture of respect which includes equitable treatment, honesty, openness, and integrity.
- Use data and evidence-based decisions to determine the training and support provided to adults so they can be accountable for the success of all students.
- Strengthen productive partnerships for education.

Bibb County Profile

Macon, Georgia is located about an hour south of Atlanta and serves as the county seat for Bibb County. Macon is an urban community with a concentrated population, and is impacted by crime, poverty, and children at risk. Macon/Bibb County is home to about 156,000 people, 52% of whom are African American and 43% of whom are white. In the District, 73% of the students are African American, 21% are white, 3% are Hispanic, 2% are Asian, 1% are multi-racial, and 77% receive free and reduced lunch services.

The Bibb County School District serves approximately 25,000 students in its twenty-five elementary, seven middle, and seven high schools. These numbers include three elementary, one middle school, and four high school magnet programs as well as one high school offering career training opportunities. Students from throughout the district may apply to attend any of the magnet offerings. Elementary magnet offerings include math and science, fine arts, and communicative arts. At the middle school level, students may apply for attendance at the district's fine arts magnet program. High school students have magnet opportunities that include: the International Baccalaureate Program; fine arts; health/science; law, government, and justice; and pre-engineering. The district is committed to expanding school choice based upon student interest, talent, and need. Additionally, there are two specialty programs designed to serve specific student populations. The Northwoods Academy is an early childhood center which serves regular pre-kindergarten and kindergarten students with special needs in collaborative environments. Elam Alexander Academy is a community-based delivery system that serves students with severe emotional and/or behavioral disorders and students with autism from Bibb County as well as six surrounding counties.

It is our belief that each student, regardless of socio-economic status, race, neighborhood, or family structure, deserves an education that will build strength of character and ensure college readiness. It is the responsibility of each employee within the district, regardless of job title, to provide exceptional instruction and/or exemplary support services. Through collaborative efforts, district employees must ensure that *all* children attending Bibb County schools are provided an education that will prepare them to be successful in a 21st century, multi-ethnic, global economy. The Bibb County School District recognizes its obligation to the greater community to create an educational system that will encourage community growth and prosperity to enhance the quality of life for all citizens.

With stagnant test results, schools struggling to make Adequate Yearly Progress, and more students having less time in the classroom, Bibb County is indicative of the national need for a new educational system. Through innovative leadership and the development of a comprehensive Strategic Plan, Dr. Romain Dallemand is working with employees and community members to build a system that is responsive to students' needs.

Only 24 of the District's 41 schools made Adequate Yearly Progress (AYP) for 2010-2011. Discipline data also raises concern for the future of Bibb County. In 2010-2011, almost 8,000 students were suspended for a total of 48,000 days of missed instruction. Nearly 500 students were expelled, 703 students dropped out of school completely, and the District's 9th grade cohort graduation rate was 44.6%.

The District has already made some significant changes in anticipation of the work that needs to be done to improve student achievement. In an effort to begin the work of building a new system, the District plans to open a Welcome Center to build relationships with parents and the community. The District has reorganized and restructured to more effectively deliver instruction and services to students. The District has launched a new summer reading program that provided books to every child in the District in an effort to combat summer learning loss. A new Community Conversation Plan has helped the District strengthen existing lines of communication between employees, parents, and the community.

Most importantly, every employee and hundreds of parents and community members were invited to be a part of the District's Strategic Planning process. Approximately 4,500 people attended two sessions at the Macon Centreplex to begin mapping out the District's journey of improving achievement for all students. The Strategic Plan will be unveiled to Bibb County, to Georgia, and to the United States in February 2012. We believe it will set the bar for educational excellence nationwide.

Strategic Plan: The Macon Miracle

The Bibb County School District's Strategic Plan highlights the strategies and opportunities for ensuring every student "demonstrates strength of character and is college ready." As a district, we are committed to ensuring the success of every child. The development of the Strategic Plan was a collaborative effort that included input from employees, business partners, community leaders, community members, parents, and students. The varied perspectives shared throughout the process assisted in the development of a plan that reflects the diverse needs of students in our district.

THE 30,000 FOOT VIEW

Strategic planning is the district's process of defining its direction and determining the over-arching goals and strategies that will support progress toward that direction. The School Board plays a critical role in establishing the direction of the district. The Macon Miracle, the Bibb County School District's Strategic Plan, clearly establishes the direction of the school district and identifies the strategies that will guide the work of the district and its staff over the "life" of the plan.

THE 5000 FOOT VIEW

The district will finalize a District Management Plan that will guide the work of district departments and staff. The District Management Plan provides further detail under each strategy contained in the Strategic Plan. Each strategy is supported by Action Steps that include the following information: 1) Expected Outcome; 2) Timeline; 3) Resources Necessary; 4) Lead Department; and 5) Measures of Effectiveness. The Superintendent and the district's staff are responsible for the work of the District Management Plan.

THE VIEW "ON THE GROUND"

The District Management Plan will provide direction for school sites and programs. As school improvement plans are developed, sites will align their improvement efforts with the work of the district. Each site's improvement plan will provide staff, students, and parents with detailed guidance regarding how goals and strategies will be translated into action at their sites. By focusing and aligning our efforts throughout the district, we can optimize the positive impact for students.

Upon acceptance of the Strategic Plan, the district can begin the process of allocating its resources to pursue the approved goals and strategies. As we develop our annual, School Board approved, budgets over the course of the “life” of the plan, we will carefully examine how to utilize the district’s operating budget, including federal, state, and local funding, to support the critical work outlined in the plan. The plan contains a number of new initiatives that will require a redirection of current resources and/or development of additional resources (e.g., through pursuing additional funding through grants, community/business partnerships, and/or from local or national foundations).

Because the needs of the students in Bibb County are significant, the Strategic Plan is both bold and aggressive. The implementation of such a comprehensive plan requires a significant commitment of resources. The intent of the plan is to guide and direct our decisions. If the costs of implementing the plan exceed the resources available to the school district, we will need to strategically direct our efforts and forego implementation of goals, strategies, and action steps that cannot be funded within the budget.

The education of the children of Bibb County is paramount to the success of the entire community. The Strategic Plan must be a dynamic, responsive document that reacts to the changing international, national, state, and local demands while ensuring that student learning is its primary focus. As a unified community, we must commit to supporting every child to be prepared to compete successfully in a 21st century, multi-ethnic, global economy.

Focus on Students

Goal 1: Provide appropriate diagnostic instruction to students that guarantees competency in core subjects of reading, math, science, and social studies.

Strategy 1: Build capacity of certified staff to diagnose students' strengths and weaknesses in core subjects in order to provide exemplary instruction.

Action Step 1: Examine current assessment tools to determine the most effective and efficient diagnostic assessments (including a universal screener) for evaluating students' skills and prior knowledge at the beginning of each year.

- **Expected Outcome:** Common assessment tools will be applied across the district that guide teachers in application of strategies, programs, and professional judgment to improve individualized student instruction
- **Timeline:** Summer 2012 and Annually
- **Resources Necessary:** Universal screeners, OAS benchmarks, and common formative and summative assessments
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Develop formative and summative assessments in all grade levels and subject areas that align with the Georgia Department of Education (i.e., GaDOE) Online Assessment System (i.e., OAS) to provide regular feedback about student growth.

- **Expected Outcome:** Formative and summative assessments will be utilized by all instructional staff to change instruction based on student needs
- **Timeline:** School Year 2012-2013 (Reading and Math) and School Year 2013-2014 (Science, Social Studies and ELA)
- **Resources Necessary:** Internal and external expertise, collaborative team time, technology equipment and software
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Use released test items from OAS or PARCC (i.e., Partnership for Assessment of Readiness for College and Careers) databases to conduct common pre-testing in all content areas.

- **Expected Outcome:** Develop common, pre-tests for all core content areas

- Timeline: School Year 2012-2013 (Reading and Math), School Year 2013-2014 (Begin Science, Social Studies and ELA), and Annually
 - Dependent on release of test items
- Resources Necessary: Internal and external expertise, professional development, staff stipends or sub pay for release time, and collaborative team time
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Strategy 2: Require consistent and effective analysis of all assessment data (including achievement and progress monitoring data) to inform instruction.

Action Step 1: Ensure all grade level teams and subject area departments utilize the SDIS (i.e., Self-Directed Improvement System) to regularly monitor student progress.

- Expected Outcome: Regularly monitor student progress by developing proficiency targets and creating the conditions to become proficient in the SDIS model of improvement
- Timeline: School Year 2012-2013 (Administrators and Envoy Project); 2013-2014 (Instructional Staff); and 2014-2015 (Instructional Staff) and Annually
- Resources Necessary: Professional development for administrators, instructional coaches, and instructors (e.g., Efficacy training, data analysis, etc.) and collaborative team time
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Develop classrooms where regular *student to teacher feedback* and *teacher to student feedback* are used to inform instruction to meet individual student needs.

- Expected Outcome:
 - Regularly use student feedback to adjust instruction to meet the individualized needs of students
 - Provide reliable feedback to students to guide learning through the use of FADAF mindset (i.e., Failure and Difficulty Are Feedback)
 - Provide monitoring from principals (i.e., through Break Through Coaching), instructional coaches, coordinators, and district leadership
- Timeline: School Year 2013-2014 and Annually

- Resources Necessary: Professional development for instructional staff, principals, and instructional coaches
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Covered through redirection of resources under Action Step 1

Action Step 3: Create an educational environment where students evaluate their progress and work toward proficiency targets based on national and state standards, locally assigned goals, and high expectations established by teachers and instructional teams.

- Expected Outcome: Develop skills of instructional staff to set appropriately challenging goals/proficiency targets for students and structure the learning environment to enable students to reach their goals/proficiency targets
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Professional development
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Covered through redirection of resources under Action Step 1

Action Step 4: Implement a variety of intensive reading and math early intervention programs designed to meet the needs of individual students who are non-proficient.

- Expected Outcome: Provide students with access to appropriate research-based intervention programs that accelerate learning in order to reach proficiency targets
- Timeline: School Year 2012-2013 (i.e., math and reading at targeted sites) and 2013-2014 (i.e., math and reading at K-3)
- Resources Necessary: Develop a task force of district reading and math teachers, principals, and district administration to study intervention programs; select intervention programs for use across all district schools; and professional development for instructional staff, principals, and instructional coaches
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 5: Provide students with regular opportunities for self-reporting grades in all classrooms and areas of study.

- Expected Outcome: Develop skills of students to evaluate academic work and improve learning outcomes
- Timeline: School Year 2013-2014 (High School), School Year 2014-2015 (Middle School), School Year 2015-2016 (Elementary School) and Annually
- Resources Necessary: Structure that allows leaders and coaches to develop process and monitor implementation
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Goal 2: Create, provide, and model a culture of equity, efficacy, and respect for all students.

Strategy 1: Create and implement a district-wide equity team that evaluates and monitors district policies and practices to ensure equitable results for students.

Action Step 1: Regularly review all key educational indicators and establish equitable targets for all student groups (e.g., attendance, behavior, academics, and participation).

- Expected Outcome: Monitor participation and performance disparities between student groups that lead to changes in programming and supports
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Provide professional development such as, but not limited to, Positive Behavior Intervention, Response to Intervention, Why Try, and Efficacy
- Lead Department: Student Affairs
- Measures of Effectiveness: Reduction in suspensions and expulsions, reductions in student absenteeism, and increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Establish site equity teams to review and improve building/department practices to ensure equitable participation and results for all student groups (e.g., enrollment in Advanced Placement, Honors, and Gifted courses, and co-curricular activity participation).

- Expected Outcome: Provide training and support to equity teams at all school sites to ensure equitable outcomes for all students including, but not limited to, proportional enrollment and success in Advanced Placement, Honors, and Gifted courses and co-curricular activities
- Timeline: School Year 2013-2014 (i.e., 1/3 of schools), School Year 2014-2015 (i.e., 1/3 of schools) and School Year

2015-2016 (i.e., 1/3 of schools) and Retraining Annually

- Resources Necessary: Professional development
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Reduction of disparities in participation and achievement data between student groups

Cost: Redirected from within current budgets

Action Step 3: Provide district and community training to address biases, stereotyping, cultural, and racial discrimination and the impact on learning.

- Expected Outcome: Increase the number of community partners, establish an equity point of contact for each building, and establish an equity review process for studying curriculum to ensure equitable outcomes for all students
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Provide professional development such as, but not limited to, cultural competency, Efficacy, and community engagement training
- Lead Department: Student Affairs
- Measures of Effectiveness: Elimination of disparities in participation and achievement data between student groups

Cost: Redirected from within current budgets

Action Step 4: Identify and deliver innovative, evidence-based, aligned training (e.g., Efficacy Institute's Student Envoy Project) to targeted students that will prepare them to assist staff in creating a school culture designed to build strength of character and ensure improved learning outcomes for all students.

- Expected Outcome:
 - Schedule and complete Efficacy Training for Student Envoys (Summer 2012)
 - Develop a structure and a schedule to support successful implementation of Teacher-Student Envoy Project in all middle and high schools (January 2012-July 2012)
 - Implement, monitor, adjust and evaluate Teacher-Student Envoy Project in all middle and high schools (July 2012-July 2013 and Annually)
 - Schedule and complete training for targeted students and staff with Calvin Terrell and Sociocentric designed to reduce gang involvement/activity (June 2012-August 2013)
- Timeline: See Above
- Resources Necessary: Funding for trainers, funding for Student Envoy Camps (if necessary), funding for training materials, funding and time for coaching to ensure implementation fidelity

- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Participation rates in training, scores on implementation rubrics and self-report surveys, reduced discipline (i.e., including referrals, suspensions and expulsions), improved student achievement results (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 5: Identify and deliver innovative, aligned extra-curricular and co-curricular opportunities (e.g., the Black Data Processors Association) to targeted students and/or student groups that assists in creating a school culture designed to build strength of character and ensure improved learning outcomes for all students.

- **Expected Outcome:** Development of a varied, yet aligned portfolio of opportunities for students that support the district's mission, vision, and core values
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Community partners and volunteers, internal and external expertise, resources and materials, travel funding (i.e., for regional meetings and/or competitions, when appropriate), funding for training for advisors, stipends for advisors, when appropriate
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Participation rates in extra-curricular activities, feedback surveys, improved student attendance, improved discipline results, improved student achievement results (i.e., per Chart A)

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 6: Encourage students to demonstrate skills and talents by providing a minimum of one annual event of recognition for each of the following: STEM Summit, Art Exhibit, Technology Summit, Back to School Event, Science Fair, and Book Summit.

- **Expected Outcome:** Increase student and parent engagement in education
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** Community partners and volunteers, internal and external expertise, resources and materials and costs for rental of space
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Participation rates in activities and feedback surveys

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Strategy 2: Create and implement a district level Academic Advisory Council.

Action Step 1: Create and implement a committee of parents, stakeholders, students, and administrators who will examine district-wide academic standards.

- Expected Outcome: Annually review targeted academic standards and outcomes (i.e., on a rotational basis) and make suggestions for change to Teaching and Learning
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Professional development regarding benchmark, grade level standards, and curriculum review; time for committee to meet; and technology support
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Annual report of suggestions to Teaching and Learning

Cost: Redirected from within current budgets

Action Step 2: Collaborate with local fine arts organizations to develop student groups that present at sites on topics of self-esteem, cultural diversity, and college readiness.

- Expected Outcome: Increase the number of students that participate in theatrical performances that focus on self-esteem, cultural diversity, and college readiness
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Partnerships developed by Fine Arts Director, professional development provided to involved staff, and transportation costs
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Participation in theatrical performances and reduction in suspensions and expulsions, reductions in student absenteeism and increased student achievement (i.e., per Chart A)

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Goal 3: Provide supportive programming that engages and assists students to become successful.

Strategy 1: Develop and implement a district-wide, "wrap-around", service delivery plan that addresses academic guidance, classroom and site behavior management, mental health services, hospital-homebound services, and physical health services.

Action Step 1: Develop a District-coordinated health team that creates a process for referring students to mental health services.

- Expected Outcome:
 - Develop a protocol for referring students to free behavioral health services in Bibb County (2012-2013);

- Add up to ten mental health specialists over the next eight years that will support students at school sites (2012-2020);
- Add up to ten school social workers over the next eight years that will support students at school sites (2012-2020);
- Create community partnerships that support referring students to local mental health agencies (2012-2013);
- Provide small and large group counseling by gender (2012-2013); and
- Create prevention teams at each school site (2012-2013)
- **Timeline:** See timeline above
- **Resources Necessary:** Comprehensive list of free behavioral health services, guidelines for prevention teams, and professional development for identifying behavioral health issues
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Reduction in suspensions and expulsions, reductions in student absenteeism, and increased student achievement (i.e., per Chart A)

Cost: Approximately \$1,200,000 disbursed over 8 years

Action Step 2: Create district and site behavior management systems that maintain a culture of safety and high level instruction for all students.

- **Expected Outcome:** Address classroom and site behavior management procedures systematically district-wide so all students can attend schools that ensure a positive and safe learning environment
 - Provide consistent training, implementation and monitoring of Positive Behavior Intervention Supports (PBIS) for all staff
 - Provide consistent training, implementation and monitoring of Response to Intervention (RtI) systems for all staff
 - Restructure roles and responsibilities of RtI interventionists and evaluate the need for additional staff
 - Develop clear and consistent expectations, structures, and supports at all sites for students who are assigned to in-school suspension (ISS)
 - Provide a structured and positive learning environment in an alternative setting for students who have chronic aggressive behavior issues and have gone through the documented Response to Intervention process without positive results
 - Refine the process for educational placement of students who have engaged in illegal conduct and could be a threat to themselves or others
 - Hire, train, and retain staff who have demonstrated success working with behaviorally-challenged students

- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Immediate access to wrap around services, provide training and implementation support (e.g., Positive Behavior Intervention Supports, Response to Intervention, Life Space Crisis Intervention, and Efficacy), and staff recruitment criteria and process for hiring staff who have talent and the desire to work with behaviorally challenged students
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Reduction in behavior incidents at district sites; improved perception data on student, parent, and staff surveys regarding safety; increased graduation rate, improved discipline results, improved academic scores (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Utilize the district process to allow building administrators to make recommendations to the Office of Student Affairs for administrative placement of students who are a documented danger to themselves and/or others.

- **Expected Outcome:** Publicize, communicate, and execute the process for administrative placement of students into an alternative learning environment
- **Timeline:** March 2012 and Annually
- **Resources Necessary:** Student records, annual training, and support of administrators, counselors, social workers, mental health specialists, and teachers
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Matrix identifying the number of students placed in the program, evidence of follow-up by school counselors, transition plan for re-entry and Individual Learning Plan for academic placement, increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Identify an administrative placement into an alternative learning environment for students who are transitioning from the Youth Detention Center (YDC).

- **Expected Outcome:** Place students into the alternative learning environment who have been incarcerated in YDC before transitioning back into a regular school setting
 - Develop strong transition plans for students returning from the YDC that focus on supporting academic progress and the safety of all students (2012-2013)
 - Identify infractions that will result in a direct referral to juvenile court and ensure that, once students have served

the time sentenced through the courts, they are transitioned back to schools through an alternative learning environment (2012-2013 and Annually)

- Timeline: March 2012 and Annually
- Resources Necessary: Student records, annual training, and support of administrators, counselors, social workers, mental health specialists, and teachers
- Lead Department: Student Affairs
- Measures of Effectiveness: Matrix identifying the number of students placed in the program, evidence of follow-up by school counselors, transition plan for re-entry and Individual Learning Plan for academic placement, increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 5: Place mental health therapists at the alternative learning sites to provide ongoing individual and/or group therapy sessions.

- Expected Outcome: Placement three mental health specialists at alternative learning sites to conduct individual and group therapy sessions, to monitor and improve student behavior, and provide recommendations to outpatient resources
- Timeline: March 2012 and Annually
- Resources Necessary: District psychologists, counselors, and social workers; budget; materials; alternative site locations; and development of scope of responsibilities
- Lead Department: Student Affairs
- Measures of Effectiveness: Recruitment and placement of three mental health specialists; data supporting the number and types of individual and group sessions; and increase in attendance, academic performance, and positive behavioral change (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 6: Identify and select staff to provide homebound services.

- Expected Outcome: Reduce cost to the district and provide more efficient services to our students
- Timeline: School Year 2012-2013
- Resources Necessary: Staffing, professional development, and technology
- Lead Department: Student Affairs
- Measures of Effectiveness: Number of students being served and increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 7: Develop and implement an improved health delivery model by increasing nursing services and school-based clinics in partnership with community-based health services.

- **Expected Outcome:** Provide improved health services for students by placing nurses efficiently throughout the district and by developing health centers in each zone
 - Add up to four health clinics over the next eight years
 - Add up to ten additional nurses over the next eight years
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** A medical records manager and partnership with community health clinics
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Accurate medical records management, use of data for placing nurses, and decreased student absenteeism (i.e., per Chart A)

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 8: Ensure guidance counselors conduct quarterly, college readiness meetings and develop and implement Individual Learning Plans for every student in grades 4-12.

- **Expected Outcome:** Meet with all 4-12 students and review records for college readiness
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Individual Learning Plan format, professional development, time for district guidance counselors to coordinate efforts, resources and materials
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Evidence that all students have met with counselors (i.e., participation data); students have documented Individual Learning Plans; PSAT, SAT and ACT participation (i.e., secondary students); and percent of ninth grade students on track to graduate (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 9: Develop an educational matrix at each building for assessing students' progress toward college readiness.

- **Expected Outcome:** Building-level, educational matrix developed by administrator and counselor that reflects needs and supports for all students
- **Timeline:** School Year 2012-2013 and Annually

- Resources Necessary: Professional development, data, resources and materials
- Lead Department: Student Affairs
- Measures of Effectiveness: Completed matrix at every building and documentation of bi-monthly review of data

Cost: Redirected from within current budgets

Strategy 2: Develop and implement a district safety plan.

Action Step 1: Establish a community-friendly, text-based portal for reporting bullying.

- Expected Outcome: Create a text-based bullying reporting system for students, parents, and community members
- Timeline : Commence March 2012 and Annually
- Resources Necessary: District Compliance Officers, data collection warehouse, and dedicated text line
- Lead Department: Student Affairs
- Measures of Effectiveness: Text bullying reporting system implemented, data collection warehouse for collecting allegations, improved communication process, and evidence of reducing bullying through climate surveys

Cost: Redirected from within current budgets

Action Step 2: Conduct a safety evaluation of all Bibb County Schools.

- Expected Outcome: Improvement of student, staff, and community safety; identification of safety deficiencies; and recommendations for district safety plan
- Timeline: Spring 2012
- Resources Necessary: Outside consultant and District Safety Officer
- Lead Department: Student Affairs
- Measures of Effectiveness: Plans for each building site; recommendations for district safety plan development; and improvement of student, staff, and community safety at each site

Cost: Redirected from within current budgets

Strategy 3: Sign a Memorandum of Understanding with the Macon/Bibb Office of Workforce Development to jointly fund a full-time Career Coach Coordinator and part-time Career Coaches in high schools.

Action Step 1: Develop a comprehensive process to identify, select, and hire a Career Coach Coordinator and Career Coaches.

- Expected Outcomes:
 - 100% of ninth grade students will have a high school plan recorded on Georgia College 411
 - 100% of tenth grade students will have a Career Pathway selected and entered in Infinite Campus
- Timeline: School Year 2012-2013 and Annually

- Resources Necessary: Funding for salaries, benefits, professional development and equipment; office space; and supplies and materials
- Lead Department: Student of Affairs
- Measures of Effectiveness:
 - Percentage of students graduating from high school
 - Percentage of students completing 3 or more pathway courses
 - Percentage of graduated students entering college (includes technical, 2-year, and 4-year colleges)

Cost: \$120,000

Action Step 2: Plan and conduct a Career Coaches' Academy.

- Expected Outcome: Seven (7) Career Coaches trained to support high school students
- Timeline: Summer 2012 and Annually
- Resources Necessary: Location, professional development, and resources and materials
- Lead Department: Student Affairs
- Measures of Effectiveness: Seven (7) Career Coaches completing program and assigned to high schools in the fall

Cost: Redirected from within current budgets

Action Step 3: Establish accountability procedures and measures for Career Coaches.

- Expected Outcome: One hundred percent (100%) of ninth and tenth grade students have plans recorded in GA College 411 and career counseling for all ninth and tenth grade students
- Timeline: Fall 2012 and Annually
- Resources Necessary: Resources and materials and list of assigned schools
- Lead Department: Student Affairs
- Measures of Effectiveness: One hundred percent (100%) of ninth and tenth grade students participate in career counseling, all students in grades 9-12 have career plans, and increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Focus on Staff

Goal 1: Develop a high-performing staff through the implementation of a formal professional growth plan that supports the progression of skill, will, and capacity required to meet the needs of 21st century learners.

Strategy 1: Establish collaborative learning teams comprised of departmental and instructional staff committed to continuous improvement, collective responsibility, and goal alignment.

Action Step 1: Establish aligned proficiency targets for every grade level and every subject area at school sites and for key functions of district departments.

- Expected Outcome: Minimum of 8-10 written, published proficiency targets for each grade level in each subject area and for key department functions
- Timeline: School Year 2013-2014
- Resources Necessary: CCGPS, GPS, State Curriculum and Pacing Guides and BCSD Curriculum and Pacing Guides, and/or Industry Standard Guidelines and Professional Development
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Proficiency targets written and published as directed

Cost: Redirected from within current budgets

Action Step 2: Establish expectations and a supportive structure for weekly collaborative meetings for all staff focused on the review and analysis of data, the formulation of feedback, and the development of strategies utilizing the Self Directed Improvement System (i.e., SDIS).

- Expected Outcome: Structured, weekly or bi-monthly collaborative team meetings at all sites/departments that are documented by meeting minutes reviewed by an administrator
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Training for administrators and collaborative teams, consistent meeting structure, and accountability format
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Improvement on targeted measures (e.g., student achievement, discipline, safety, students eating school lunch, etc.)

Cost: Redirected from within current budgets

Strategy 2: Prepare skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Action Step 1: Identify and deliver professional development that prepares all leaders to drive transformational change in support of the district mission, vision, and core values.

- Expected Outcome:

- Complete The Breakthrough Coach Training (August 2011-November 2011 and Retraining Annually)
- Complete Efficacy Training for Leaders (October 2011-June 2012 and Annually, as needed)
- Complete Equity Training for Leaders, including PEG Leadership Series (School Year 2012- 2013 and Annually as needed)
- Complete Fierce Conversations Train-the-Trainer (Spring 2012)
 - Fierce Train-the-Trainer Team Completes Fierce Leadership and Fierce Accountability Training (Spring 2013)
- Provide Fierce Conversations Training to District Leadership Team (Spring 2013-Spring 2014 and Annually, as needed)
- Complete CCGPS Training for Leaders (January 2012-January 2013)
- Complete OAS Training and Data Analysis Training (School Year 2012-2013 or As OAS is made available by the state)
- Complete Leader Keys and Teacher Keys Training for Leaders (Spring 2012, School Year 2012-2013 and Annually, as needed)
- Complete AVID and Intervention Training (e.g., High Points and Voyager) for Leaders in GEAR UP Schools (January 2012-June 2014 and Annually, as needed)
- Commence Technology Training for Leaders (e.g., School Year 2012-2013 and Annually)
- Complete Intervention Training for Leaders (e.g., Read 180, Voyager, etc.) for Targeted Schools (School Year 2012-2013 and Annually, as needed)
- Complete PBIS Training for Leaders (e.g., School Year 2012-2013 and Annually)
- Complete RtI Training for Leaders (e.g., School Year 2012-2013 and Annually)

- Timeline: See Above

- Resources Necessary: Funding for trainers, funding for stipends (if necessary), funding for training materials, funding and time for coaching to ensure implementation fidelity

- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Participation rates in professional development, scores on implementation rubrics and self-report surveys

Cost: Redirected from within current budgets

Action Step 2: Identify and mobilize resources necessary to deliver foundational and customized professional development that prepares leaders to direct key actions/strategies, monitor instruction, and organize services in support of the mission, vision, and core values of the district.

- **Expected Outcome:** Develop a comprehensive, district-wide professional development for leaders that clearly allocates professional development funding, staffing and evaluation resources to district priorities
- **Timeline:** January 2012-July 2013 and Annually
- **Resources Necessary:** Local, state and federal allocations for professional development
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Completion and approval of a comprehensive, district-wide professional development plan and supportive processes that are aligned with the mission, vision, and core values of the district

Cost: Redirected from within current budgets

Strategy 3: Prepare and deliver a comprehensive professional development plan that prioritizes, monitors, and coordinates resources for staff learning.

Action Step 1: Develop an Educators' Academy and a comprehensive Induction Program designed to prepare, and provide ongoing support to, leaders and instructional staff to achieve established outcomes of the Bibb County Schools.

- **Expected Outcome:** Provide leaders and instructional staff with the skill, will, and capacity to ensure all students build strength of character and are college ready
- **Timeline:**
 - Educators' Academy (Summer 2012 and Annually)
 - Induction Program (August 2012 and Annually)
 - Induction Support (School Year 2012-2013 and Annually)
- **Resources Necessary:** Calendar that supports training schedule, funding for programming, external experts (e.g., Pacific Educational Group, Efficacy Institute, Stirfry Seminars, SocioCentric, and Fierce Conversations)
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Participation rates in professional development, scores on implementation rubrics, and self-report surveys

Cost: Redirected from within current budgets

Action Step 2: Identify and mobilize resources necessary to deliver foundational and customized professional development that prepares staff members to implement key actions/strategies, deliver instruction, and provide services in support of the mission, vision, and core values of the district.

- **Expected Outcome:** Develop a comprehensive, district-wide professional development plan for staff members that clearly allocates professional development funding, staffing and evaluation resources according to district priorities
- **Timeline:** January 2012-May 2013 and Annually
- **Resources Necessary:** Local, state, and federal allocations for professional development
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Completion and approval of a comprehensive, district-wide professional development plan and supportive processes that are aligned with the mission, vision, and core values of the district

Cost: Redirected from within current budgets

Action Step 3: Identify and deliver innovative, evidence-based, aligned professional development that minimizes staff absences and increases staff productivity through a comprehensive wellness education program.

- **Expected Outcome:**
 - Develop comprehensive Wellness Policy that guides district wellness efforts for staff and students (School Year 2013- 2014)
 - Schedule and complete fitness, health and nutrition education programs for staff (School Year 2014-2015 and Annually)
- **Timeline:** See above
- **Resources Necessary:** Funding for trainers, funding for stipends (if necessary), funding for training materials, and funding and time for coaching to ensure implementation fidelity
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Development of District Wellness Policy, participation rates in professional development, scores on implementation rubrics and self-report surveys, and reduced staff absences

Cost: Redirected from within current budgets

Action Step 4: Identify and deliver innovative, research-based, aligned professional development that prepares all staff to increase productivity and improve student outcomes in support of the district's mission, vision, and core values.

- **Expected Outcome:**
 - Schedule and Complete Conflict Resolution/Mediation Training for Parent Advocates (School Year 2013-2014)

- Schedule and Complete Efficacy Training for Teacher Envoys (January 2012-August 2012)
- Schedule and Complete Efficacy Mission Orientation for Targeted Staff (July 2012-July 2013 and Annually)
- Identify Equity Teams at all Sites and Provide Beyond Diversity from Pacific Educational Group (i.e., BD 1) Training (School Year 2012-2013 and Annually, as needed)
 - Provide Pacific Educational Group Training Sessions 1-3 for Targeted Equity Teams at all Sites (Summer 2013-June 2014 and Annually)
 - Provide Pacific Educational Group Training Sessions 4-6 for Targeted Equity Teams at all Sites (Summer 2014-2015 and Annually)
 - Continue annual training cycle until all site teams are trained
- Complete CCGPS Training for Instructional Staff (January 2012-June 2013 and Annually)
- Complete OAS Training and Data Analysis Training (As OAS is made available by the state)
- Provide Orientation to Leader Keys and Teacher Keys Training for Affected Staff (Fall 2012 and Annually, as needed)
- Complete AVID and Intervention Training (e.g., High Points and Voyager) for Staff in GEAR UP Schools (Fall 2012 and Annually, as needed)
- Commence Technology Training for Staff (e.g., August 2012-May 2013 and Annually as needed)
- Complete Intervention Training for Assigned Staff (e.g., Read 180, Voyager, etc.) for Targeted Schools (Fall 2012 and Annually, as needed)
- Complete LSCI (i.e., Life Space Crisis Intervention) Training for Targeted Staff Members (School Year 2012-2013 and Annually, as needed)
- Complete PBIS Training for Staff (e.g., School Year 2012-2013 and Annually)
- Complete RtI Training for Staff (e.g., School Year 2012-2013 and Annually)
- Timeline: See Above
- Resources Necessary: Funding for trainers, funding for stipends (if necessary), funding for training materials, funding and time for coaching to ensure implementation fidelity, innovative tools for professional development Including exploring the use of avatars
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Participation rates in professional development, scores on implementation rubrics and self-report surveys

Cost: Redirected from within current budgets

Strategy 4: Utilize a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Action Step 1: Develop and utilize evaluation tools designed to measure application of learned skills following all professional learning opportunities (e.g., rubric-based evaluations and surveys).

▪ **Expected Outcome:**

Provide and analyze results of multiple assessment measures to develop individual profiles to promote academic achievement and student growth

- Progress monitor and assess student and teacher progress
- Record of fidelity visits depicting changes in teacher practice

▪ **Timeline:** School Year 2012-2013 and Annually

▪ **Resources Necessary:** Funding for training and materials and staff to conduct fidelity visits

▪ **Lead Department:** School Improvement and Redesign

▪ **Measures of Effectiveness:** Refinement in teacher practice (i.e., as evidenced by fidelity visits) and increase in student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Analyze the data collected from evaluation tools and improve course offerings based on staff feedback.

▪ **Expected Outcome:** Utilize data gathered from assessment measures to make feedback and develop strategies for guiding future professional development opportunities for all staff members

▪ **Timeline:** School Year 2012-2013 and Annually

▪ **Resources Necessary:** Multiple assessment tools designed to measure professional development (including electronic surveys/measures), time to analyze data gathered, and materials (e.g., paper, data collection tools, etc.)

▪ **Lead Department:** School Improvement and Redesign

▪ **Measures of Effectiveness:** Increased scores on evaluation measures following professional development and aligned changes to professional development offerings

Cost: Redirected from within current budgets

Strategy 5: Identify and deliver professional learning that integrates theory, research, and models of human learning to achieve its intended outcomes.

Action Step 1: Adopt common standards for professional development.

▪ **Expected Outcome:**

- Create school year and daily school schedules that provide substantive time to support ongoing, school-based

professional development

- Create a master implementation plan that stages implementation of professional development, new core content standards, and assessments
- Adhere to state requirements for individual professional development plans
- Adhere to all re-licensure requirements
- Timeline: **School Year 2012-2013** and Annually
- Resources Necessary: Release and/or funding for stipends and Professional Learning Standards
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Implementation of Professional Learning practices that reflect the ideals of the National Professional Standards

Cost: Redirected from within current budgets

Action Step 2: Establish collective responsibility for student success and ensure that best practices are shared and implemented from classroom to classroom, school to school, and department to department.

- Expected Outcome:
 - Provide opportunities for teachers and administrators to conduct informal peer observations of classrooms using data recording devices
 - Provide PD on best practices and training in use of data recording devices (e.g., appropriate hand-held device and software)
- Timeline: **School Year 2013-2014** (at targeted sites, in targeted departments and with targeted personnel) and Annually
- Resources Necessary: Appropriate hand-held devices, appropriate software, funding for trainers, funding for stipends (if necessary), funding for training materials, funding and time for coaching to ensure implementation fidelity
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increase in the number of model practices captured on district website and other shared sites, evidence of common use of identified best practices, and improvement on targeted measures

Cost: Redirected from within current budgets

Strategy 6: Identify and deliver professional learning that applies research on change and supports implementation to ensure desired outcomes.

Action Step 1: Prepare and deliver professional development opportunities for administrators, teachers, and other staff members related directly to creating, implementing, and accepting change in the instructional and organizational structures

of the district.

- Expected Outcome:

- Develop and implement an effective and measurable monitoring process for all district professional learning that may include, but is not limited to: fidelity walks, rubrics, informal observations, checklists, and reflective conferences with feedback
- Training sessions with building administrators related to effectively implementing change in departments and school buildings
- School-based book studies using approved, research-based texts related directly to creating, implementing, and sustaining change with structured study outlines

- Timeline: School Year 2013-2014 and Annually

- Resources Necessary: Training for administrators and collaborative teams, books available for school staffs with structured book study outlines, and monitoring teams on district and site level

- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Increased understanding and acceptance of the change process evidenced by data gathered from the monitoring process

Cost: Redirected from within current budgets

Action Step 2: Provide professional development that develops skilled coaches who promote and support effective change in individuals and collaborative teams.

- Expected Outcome:

- Training in and application of results-based coaching
- Training on the development and implementation of Professional Learning Communities for administrators and coaches

- Timeline: School Year 2013-2014 and Retraining Annually

- Resources Necessary: Training materials

- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Practices revealed in results-based coaching and professional learning communities are evident in daily teaching practices and improved student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Strategy 7: Provide professional learning opportunities that align outcomes with educator performance and curriculum standards.

Action Step 1: Create Professional Learning documents that show the linkage between educator learning and student learning in core content areas.

- **Expected Outcome:**
 - Train educators on the professional learning linkage document and provide information about impact
 - Ensure the explicit use of student learning outcomes in all Professional Learning opportunities (ongoing)
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** Monitoring of professional learning documents from schools and departments
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Increased scores on rubrics as evidenced through learning walks and fidelity visits

Cost: Redirected from within current budgets

Action Step 2: Require staff to demonstrate application of skills learned through professional development activities (e.g., efficacy and equity) as evidenced by improved results on annual performance evaluations for staff.

- **Expected Outcome:** Consistent and effective application of skills learned through professional development in classrooms, schools and departments
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Clearly defined implementation standards for all professional development, monitoring of implementation fidelity, and locally developed performance standards tied to Leader and Teacher Keys evaluations
- **Lead Department:** School Operations
- **Measures of Effectiveness:** Improved results on rubrics scored during learning walks and fidelity visits, improved results on student surveys about teacher and administrator efficacy, and improved student results (i.e., per Chart A)

Cost: Redirected from within current budgets

Goal 2: Improve instructional delivery to consistently high levels of expertise to assure all preK-12 students are college ready.

Strategy 1: Provide intense, ongoing training on the Common Core Georgia Performance Standards (i.e., CCGPS) for teachers in math, language arts, social studies, and science.

Action Step 1: Create a staff development schedule for all certified staff to be trained in CCGPS in preparation for the start of school year 2012-2013.

- **Expected Outcome:** Staff will be prepared to implement CCGPS by participating in district-wide state of Georgia,

RESA, and district professional development

- Timeline: January 2012-August 2012 and Annually
- Resources Necessary: Support from Professional Learning department; expert teachers who can become trainers in use of State Pacing guides, who utilize the Frameworks and other online resources, understand and deliver standard's based instruction, achieve student results, and have demonstrated data driven decisions tied to students' needs; and technology to support viewing the State provided webinars
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Strategy 2: Utilize state CCGPS, Georgia State Pacing Guides, and the Frameworks as the designated curriculum for Bibb County Schools and align research practices and resources to improve efficiency and effectiveness of classroom instruction.

Action Step 1: Develop a task force to identify research-based curriculum to support the CCGPS.

- Expected Outcome: Implementation of a consistent approach to instruction (i.e., review will be conducted in 2012-2013 with implementation in 2013-2014)
- Timeline: School Year 2012-2013
- Resources Necessary: Curriculum across grade levels
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Redesign the professional learning structure and calendar to include mandatory professional development for all staff.

- Expected Outcome: Create a culture that has consistent instructional expectations district-wide while providing autonomy for specific department and school needs
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Internal and external expertise on implementation of researched strategies identified in Bibb County Schools strategic plan
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Provide explicit professional development to ensure that all instructional staff are knowledgeable of diagnostic instruction.

- Expected Outcome: Establish clear proficiency targets district wide in core subject areas with a common understanding of diagnostic instruction
- Timeline: School Year 2013-2014 and Retraining Annually
- Resources Necessary: Professional training in Efficacy (SDIS) and determined diagnostic tools and instructional strategies
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Develop (or continue) additional learning time options for targeted students that include adequate time for high quality instruction in core subjects of reading, math, social studies, and/or science for elementary, middle, and high school students.

- Expected Outcome: Schedule additional time outside of the school day to provide high quality instruction and interventions in core subjects of reading, math, social studies, and/or science
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Compliance with federal and state grant requirements, After School Program staff, curriculum and instructional staff, and funding from grants
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets and funds secured through grants, community/business partners, and/or local or national foundations

Action Step 5: Partner with local colleges to explore a mentor/instructional coaching model for improved teacher effectiveness.

- Expected Outcome:
 - Develop a model teacher mentorship program with expert teachers as district curriculum and instruction experts while on leave for 2-3 years from their classroom responsibilities
 - Released teachers will provide high quality mentorship to new teachers

Action Step 3: Provide explicit professional development to ensure that all instructional staff are knowledgeable of diagnostic instruction.

- Expected Outcome: Establish clear proficiency targets district wide in core subject areas with a common understanding of diagnostic instruction
- Timeline: School Year 2013-2014 and Retraining Annually
- Resources Necessary: Professional training in Efficacy (SDIS) and determined diagnostic tools and instructional strategies
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Develop (or continue) additional learning time options for targeted students that include adequate time for high quality instruction in core subjects of reading, math, social studies, and/or science for elementary, middle, and high school students.

- Expected Outcome: Schedule additional time outside of the school day to provide high quality instruction and interventions in core subjects of reading, math, social studies, and/or science
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Compliance with federal and state grant requirements, After School Program staff, curriculum and instructional staff, and funding from grants
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets and funds secured through grants, community/business partners, and/or local or national foundations

Action Step 5: Partner with local colleges to explore a mentor/instructional coaching model for improved teacher effectiveness.

- Expected Outcome:
 - Develop a model teacher mentorship program with expert teachers as district curriculum and instruction experts while on leave for 2-3 years from their classroom responsibilities
 - Released teachers will provide high quality mentorship to new teachers

- Released teachers will work on curriculum and instruction.
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: College partnerships
- Lead Department: Teaching and Learning
- Measure of Effectiveness: High quality teacher recruitment and retention and expansion of curriculum and instruction department

Cost: Redirected from within current budgets

Action Step 6: Study successful international and national coaching/mentoring models to evaluate and restructure Bibb County's use of instructional coaches and to design a model that effectively utilizes expert teachers in the capacity of coaches, mentors, and site "staff developers."

- Expected Outcome: Develop a task force to study effective international and national models of instructional coaching and mentoring to offer suggestions for restructuring to the Department of Teaching and Learning
- Timeline: School Year 2013-2014
- Resources Necessary: Task force of principals, teachers, and other staff and time for study and meetings
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Redesigned coaching and mentoring model that improves classroom instruction and increases student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 7: Provide all teachers professional development in gifted strategies to be utilized in all classrooms at all levels.

- Expected Outcome: Develop capacity of all teachers to utilize strategies typically used in gifted classrooms that can be utilized to increase motivation and engagement for learning with all students
- Timeline: School Year 2013-2014 (i.e., begin with identified cohort of teachers) and Annually
- Resources Necessary: Internal instructors and staff learning time
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets and funds secured through grants, community/business partners, and/or local or national foundations

Strategy 3: Improve the level of instructional expertise of all teachers by utilizing the Teacher Keys Model of evaluation, by providing ongoing, job-embedded, staff development, and by connecting evaluations to student results.

Action Step 1: Implement the Teacher/Leader Keys State Evaluation System required of Race to the Top districts.

- **Expected Outcome:** Train and expect all administrators to utilize the Teacher/Leader Keys Evaluation system
- **Timeline:** School Year 2012-2013
- **Resources Necessary:** Two days of required training in summer academy
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Quality evaluation that leads to positive staff learning and increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Goal 3: Prepare staff to attain necessary 21st century skills to excel at integrating technology in instruction.

Strategy 1: Acquire new systems and/or modify existing systems so that information is shared appropriately and seamlessly throughout the district in order to streamline processes, reduce duplication of effort, and facilitate information analysis according to need.

Action Step 1: Assess current technology applications to determine which support effective and efficient communication and increased productivity.

- **Expected Outcome:** Identify and record current technology applications used in the district
- **Timeline:** March 2012-December 2012 and Annually
- **Resources Necessary:** Information from Technology Department, from district end-users of technology and information from Finance Office (i.e., list of applications purchased annually)
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Comprehensive list of current technology applications used in the district

Cost: Redirected from within current budgets

Action Step 2: Review data and determine which applications should be replaced to improve communication and productivity.

- **Expected Outcome:** Review data on effectiveness, efficiency, and productivity of technology applications in the district (including gathering information from end-users) and develop recommendations for

continuation/discontinuation

- Timeline: January 2013-December 2013 and Annually
- Resources Necessary: Information from Technology Department and from district end-users of technology and information on new technology applications
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Improved effectiveness, efficiency, and productivity as measured by technology use data and end-user and customer satisfaction

Cost: Redirected from within current budgets

Strategy 2: Establish foundational technology proficiencies that prepare all students and staff to increase productivity and improve student outcomes in support of the district mission, vision, and core values.

Action Step 1: Prepare and deliver a comprehensive technology development plan that prioritizes, monitors, and coordinates resources for learning.

- Expected Outcome: Develop a comprehensive, district-wide technology plan aligned to district priorities that clearly allocates funding for professional development, staffing, and technology resources
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Local, state and federal allocations for technology
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Completion and approval of a comprehensive, district-wide technology plan and supportive processes that are aligned with the mission, vision, and core values of the district

Cost: Redirected from within current budgets

Action Step 2: Provide on-going, job-embedded, professional development that prepares all student and staff to utilize technology to increase productivity and improve student outcomes.

- Expected Outcome: Clearly defined technology proficiencies (including implementation rubrics) and aligned professional development for students and staff that, when delivered, results in improved efficiency, improved productivity, and increased student achievement
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Funding for trainers, stipends (if necessary), training materials, and time for coaching to ensure implementation fidelity
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Participation rates in technology professional development; staff and student scores on

implementation rubrics; and student, staff, and self-report surveys

Cost: Redirected from within current budgets

Strategy 3: Identify, purchase, and effectively and efficiently support technology-based curriculum programs and/or tools to promote 21st century skills designed to increase student achievement.

Action Step 1: Identify current technology-based curriculum programs and/or tools purchased by the district or sites, assess the level of implementation, and determine whether continued use is indicated.

- Expected Outcome: Develop an inventory of all instructional technology programs utilized in the district, assign an implementation rating, and develop a decision-making matrix designed to inform recommendations regarding continued use of software
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Staff resources to gather information, format for recording data gathered, decision making matrix, and time to meet with appropriate staff to determine whether software programs should be continued/discontinued
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Completed data sheet, including recommendations for each software program

Cost: Redirected from within current budgets

Action Step 2: Develop a process for software request and approval that ensures adequate support for implementation of curricular-based technology.

- Expected Outcome: Develop a request and approval flowchart, and supporting documentation, for all software purchases in the district that ensures adequate support for strong implementation
- Timeline: School Year 2012-2013 (and review of process every three years)
- Resources Necessary: Review technology requests and approval processes from other districts; recommendations from technology audit; and collaboration time for Technology, Instructional Technology and school-based staff
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Completed flowchart and supporting documentation

Cost: Redirected from within current budgets

Action Step 3: Allocate technology resources according to curricular priorities and needs established by federal, state, and local grants and programs.

- Expected Outcome: Develop, communicate, and effectively utilize a clear decision-making matrix that provides guidelines for prioritizing purchase and installation of technology hardware and software
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Federal and state grant requirements, local instructional and support priorities, budget allocations, and Strategic Plan
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Meets all federal, state, and local compliance requirements and supports curricular implementation

Cost: Redirected from within current budgets

Focus on Parents and Community

Goal 1: Provide a receptive environment that fosters active engagement, accountability, and collaboration to support families and promote college readiness.

Strategy 1: Develop and implement a system to assess and improve family and community experiences when visiting all district sites.

Action Step 1: Provide training for district staff that focuses on positive engagement of family and community members.

- **Expected Outcome:** Ensure all schools have operational School Advisory Councils who collaborate to promote academic achievement, strength of character, and college readiness
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** Research-based family/community engagement program and community stakeholders, parents, students.
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Annual increase in the participation in family engagement activities, graduation rate and reduction in the retention rate (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Provide training and computer access to parents to monitor grades and progress of their children.

- **Expected Outcome:** Increase in parental usage, academic achievement and the number of students attending college
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** Professional development on the Parent Portal and Georgia College 411
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Increase in the usage of the Parent Portal and Georgia College 411

Cost: Redirected from within current budgets

Action Step 3: Develop a positive communication system between staff and parents that creates a culture of trust and support.

- **Expected Outcome:** Parents will experience positive communication that promotes two-way support for their student's academic, behavioral, and social growth
- **Timeline:** School Year 2013-2014 and Annually

- **Resources Necessary:**
 - Building leaders consistently discuss, implement, and monitor systemic approaches to positive communication between building staff and parents
 - Parent communication plans are written into annual site improvement plans
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Data on parent surveys

Cost: Redirected from within current budgets

Strategy 2: Develop and implement district-wide site councils to evaluate policy and monitor student performance.

Action Step 1: Create and implement district-wide site councils consisting of district staff, parents, and community members to review policies regarding student discipline, attendance, and academic performance and to make suggestions to the Superintendent.

- **Expected Outcome:** Revision of student policies
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** District staff, parents, and community member participation
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** Revisions of student policies for academics, attendance, and behavior

Cost: Redirected from within current budgets

Strategy 3: Develop and implement a volunteer program for community partners, parents, and community members.

Action Step 1: Create an educational training program for parents and community volunteers which prepares them to assist students with a variety of needs.

- **Expected Outcome:** Parents and community volunteers will be prepared to assist students with their homework
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Parents, community volunteers, teachers, and adult educators
- **Lead Department:** Student Affairs
- **Measures of Effectiveness:** An increase in parental participation with student learning

Cost: Redirected from within current budgets

Goal 2: Partner with parents, community members, and community agencies to strategically align resources to enhance student learning.

Strategy 1: Develop collaborative partnerships which will assist the school district in fulfilling its mission.

Action Step 1: Create and develop partnerships with local government agencies and other community organizations to establish countywide collaborative support of the school district mission.

- Expected Outcome: Provide information and gather feedback from various community leaders
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Development of a list of contact persons/liaisons with local government agencies and community organizations
- Lead Department: Finance
- Measures of Effectiveness: Increase in community collaboration/partnerships and improved community perception of the school district

Cost: Redirected from within current budgets

Action Step 2: Establish expectations for district leaders to become involved with civic clubs and/or community organizations.

- Expected Outcome: All district administrators will participate in a community organization or club to promote and create positive community/school relationships
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: List of clubs and organizations in Bibb County and funding for dues and membership fees
- Lead Department: Finance
- Measures of Effectiveness: Improved community perception of the school district and improved opportunities for students

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 3: Provide mandatory weekend and evening instruction for students, in collaboration with community organizations, as an alternative to suspension.

- Expected Outcome: Assist parents in helping their students succeed in school
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Grant funding for weekend and evening instruction and partnerships with community organizations
- Lead Department: Student Affairs

- Measures of Effectiveness: Increase in student achievement and graduation rate(i.e., per Chart A)

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 4: Partner with area colleges to provide adult education classes for parents and other members of the community.

- Expected Outcome: A better educated community which will ultimately have a positive effect on economic development
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Listing of local agencies currently providing adult education services, development of partnerships with area colleges and community agencies, parent education coordinator, and grant funding to provide adult education classes
- Lead Department: Student Affairs
- Measures of Effectiveness: Increase in the number of adults receiving training and/or their GED certificates

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Goal 3: Provide training and development opportunities designed to empower parents, create positive home-school relationships, reinforce building strength of character, and support high levels of student achievement.

Strategy 1: Develop, implement, and monitor a parent training program that empowers parents as advocates for their children and is aligned with the mission, vision, and core values of the school district.

Action Step 1: Identify and deliver foundational and customized parent training that establishes parents as key partners in ensuring all students build strength of character and are college ready.

- Expected Outcome: Develop a comprehensive, district-wide learning and development plan for parents that clearly allocates funding, staffing and evaluation resources to support district priorities
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Local, state and federal allocations for parent engagement and involvement
- Lead Department: Student Affairs
- Measures of Effectiveness: Completion and approval of a comprehensive, district-wide learning and development plan and supportive processes that are aligned with the mission, vision, and core values of the district

Cost: Redirected from within current budgets

Action Step 2: Develop and implement an evaluation system to determine strengths of training programs and/or to identify changes or additions that need to be made to parent training programs.

- Expected Outcome:
 - Develop and implement an effective and measurable monitoring process for all district parent training
 - Training sessions with parent trainers related to effectively implementing change in the school building
- Expected Timeline: School Year 2012-2013
- Resources Necessary: Funding for parent trainers, funding for training materials, funding and time for coaching to ensure implementation fidelity, and funding for resources and materials
- Lead Department: Student Affairs
- Measures of Effectiveness: Participation rates in parent learning and development opportunities, evaluation from participants, and self-report surveys

Cost: Redirected from within current budgets

Action Step 3: Develop parents' skills as advocates for their own children through collaboration with district Parent Advocates.

- Expected Outcome: Increased parent satisfaction with their experience with the Bibb County Schools
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Funding for staffing (i.e., parent advocates and data tracker), results from parent surveys, and data regarding quantities and types of complaints
- Lead Department: Student Affairs
- Measures of Effectiveness: Decreases in quantities of parent complaints and increases in parent satisfaction as measured by parent surveys

Cost: Redirected from within current budgets

Focus on Teaching and Learning

Goal 1: Obtain, analyze, and use data to regularly monitor and improve the system so that all students build strength of character and are college ready.

Strategy 1: Establish clear processes and procedures to ensure compliance with all local, state, and federal testing requirements.

Action Step 1: Provide training, resources, and clear accountability expectations (i.e., including specific consequences for cheating or other ethical violations) for all staff members responsible for processing and administering required assessments.

- **Expected Outcome:** All tests administered with no testing violations
- **Timeline:** Immediately and Annually
- **Resources Necessary:** Federal and state testing guidelines, local training regarding testing requirements, and district testing calendar
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** No citations or compliance issues associated with local, state, or federal testing

Cost: Redirected from within current budgets

Strategy 2: Use the state's Online Assessment System (i.e., OAS) to collect summative and benchmark assessment data, to review and analyze data, to formulate feedback, to drive instruction to maximize student learning, and to determine teacher effectiveness at the district, site, and classroom levels.

Action Step 1: Provide training and clear expectations for leaders regarding the use of the state's Online Assessment System (i.e., OAS).

- **Expected Outcome:** Development and monitoring of functional collaborative teams that use the Efficacy Institute's Self-Directed Improvement System (i.e., SDIS) method to analyze data effectively to improve instruction
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Efficacy training focused on SDIS method; Training on OAS; Clear expectations and timelines for leaders regarding development of collaborative teams
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Improved student achievement results (i.e., per Chart A) and observation checklists

Cost: Redirected from within current budgets

Action Step 2: Provide training and clear expectations for teachers regarding the use of the OAS and establish structures and practices necessary for regular data monitoring.

- Expected Outcome: Implementation of functional collaborative teams that use the SDIS method to analyze data effectively to improve instruction
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Efficacy training focused on SDIS method; Training on OAS; Clear expectations and timelines from leaders regarding development of collaborative teams
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Improved student achievement results (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Use collaborative teams to analyze data and formulate feedback to drive instruction in order to maximize learning at all levels.

- Expected Outcome: Develop data streams, analyze data weekly, formulate feedback, develop strategies and adjust instruction
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Technology to retrieve and manage data, collaborative team time weekly, format for recording meeting minutes, and format for recording instructional changes
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Improved student achievement (i.e., per Chart A) and observation checklists

Cost: Redirected from within current budgets

Strategy 3: Develop, administer, and utilize common, system-level, unit assessments and final examinations in reading and math at all grade levels.

Action Step 1: Use OAS test item banks to create district-developed, aligned, unit assessments and final examinations that will be administered according to the district testing calendar.

- Expected Outcome: Common unit assessments and final examinations at grades 3-12 in reading and math
- Timeline: School Year 2013-2014 or as OAS system becomes available to districts
- Resources Necessary: Training regarding assessment literacy and OAS system, technology infrastructure to support online testing for all students, and CCGPS
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Improved student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Conduct an item analysis of district-developed assessments to ensure they are aligned and correlated with federal and state accountability tests.

- Expected Outcome: Predictable student achievement results based on district-developed assessments
- Timeline: School Year 2013-2014 or As OAS system becomes available to districts
- Resources Necessary: Training regarding assessment literacy and OAS system, technology infrastructure to support development of testing data bases, EOCT results, and district wide assessment results
- Lead Department: Teaching and Learning
- Measures of Effectiveness: High correlation between district-wide assessments and federal and state accountability assessments

Cost: Redirected from within current budgets

Strategy 4: Utilize quarterly benchmark assessments to identify students needing intervention and utilize available time, including intercession, to provide intensive instruction designed to accelerate students toward on-time graduation.

Action Step 1: Utilize data gathered from quarterly benchmark assessments to identify students who have unmet learning needs in math and reading.

- Expected Outcome: Review data from quarterly benchmark assessments and apply to intervention placement criteria to determine which students qualify for participation in strategic interventions
- Timeline: School Year 2012-2013 at Targeted Sites and Annually
- Resources Necessary: Data from reading and math benchmark assessments, reliable technology to administer assessments, training to administer assessments and interpret data, intervention entrance criteria rubric, and intervention specifications
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Annual growth of more than one year for all students in interventions

Cost: Redirected from within current budgets

Action Step 2: Purchase interventions, implement with fidelity (i.e., evaluate with implementation rubrics), and regularly monitor students' progress (i.e., weekly) to determine whether the intervention is effective and, based on the data review, continue, modify, or change the students' instruction to ensure that learning is accelerated.

- Expected Outcome: Annual growth of more than one year for all students in interventions
- Timeline: School Year 2013-2014 and Annually

- Resources Necessary: Research-based Interventions, support and coaching for staff using Interventions with students, data management and data monitoring systems, and training for administrators and staff
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Evaluate the effectiveness of each intervention with particular student groups to ensure strategic placement of students in intervention.

- Expected Outcome: Revised intervention entrance criteria based on student results
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Results of student achievement following first year of implementation of interventions
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Strategy 5: Use a research-based, program evaluation tool to assess initiatives designed to build strength of character and use data to develop consistent and effective practices for selecting and implementing effective programs across the district.

Action Step 1: Identify and administer a research-based, program evaluation tool for initiatives designed to build strength of character.

- Expected Outcome: Select or develop a tool for evaluating character education programs
- Timeline: School Year 2013-2014
- Resources Necessary: Research on valid and reliable character education tools, list of character education initiatives, locations of character education initiatives
- Lead Department: Student Affairs
- Measures of Effectiveness: Surveys, observation checklists and research based tools

Cost: Redirected from within current budgets

Action Step 2: Utilize data gathered from program evaluation tools to determine effectiveness of initiatives to build strength of character and decide whether to continue or discontinue efforts.

- Expected Outcome: Recommendations regarding whether to continue or discontinue character education initiatives
- Timeline: School Year 2013-2014 and Annually

- Resources Necessary: Valid and reliable evaluation tool, results from administration of the tool, and criteria to determine recommendations
- Lead Department: Student Affairs
- Measures of Effectiveness: Reduced suspensions and expulsions (i.e., per Chart A), improved student attendance (i.e., per Chart A), and reduced office referrals

Cost: Redirected from within current budgets

Goal 2: Apply research-based skills and strategies to improve instruction so students are college ready.

Strategy 1: Design instruction that challenges students by maintaining high expectations, creating specific and attainable learning goals, and creating opportunities for students to evaluate their progress.

Action Step 1: Create structures for teachers to regularly evaluate curriculum and incorporate proficiency targets for all students into daily instruction.

- Expected Outcome: Teachers utilize shared planning time for determination of goals/proficiency targets and student analysis of progress towards the goals
- Timeline: School Year 2012-2013
- Resources Necessary: 1) Daily schedule that provides each grade level or subject area team collaborative planning time; and 2) defined learning opportunities for certified staff to study and incorporate researched practices into their daily work (e.g., Example-district and building level book studies, case studies, observations of exemplary teachers, etc.)
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student Achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Explore and implement research-based instructional models at all elementary schools (e.g., departmentalization, flexible grouping, and cooperative learning).

- Expected Outcome: Establish a task force to do action research on a variety of instructional models and plan staff development to design a district implementation plan to improve quality of instruction for all students
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Task force of administrators, teachers, instructional coaches, and curriculum coordinators to do action research

- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Provide a daily, 90 minute reading block for all K-3 students with consistent, high quality English reading instruction that develops skills in phonics, phonemic awareness, vocabulary, fluency, and comprehension in order to reach reading proficiency by the end of third grade.

- Expected Outcome: Create an ongoing staff development schedule to provide training for all K-3 teachers to improve reading instruction across the district and work with building principals to incorporate the 90 minute daily reading block into the daily schedule
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: External and internal coaches to provide scheduled instruction and ongoing coaching under the direction of curriculum coordinators and time within the daily schedule for 90 minutes of reading instruction
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Provide all students with high level math instruction in grades K-5 (i.e., 75 minutes), 6-8 (i.e., 60 minutes), 9-12 (i.e., 55 minutes) by following the CCGPS consistently in all classrooms across the district.

- Expected Outcome: Create an ongoing staff development schedule to provide training for all K-3 teachers to improve math instruction across the district and work with building principals to incorporate the daily math block
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: External and internal coaches to provide scheduled instruction and ongoing coaching under direction of curriculum and instruction coordinators
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 5: Require exemplars training in problem solving for all K-12 math teachers and numeracy strategy/conceptual teaching training for all K-5 teachers of math.

- Expected Outcome: Provide training that is expected of all teachers of math that will improve their capacity to teach

numeracy and conceptual teaching

- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: External trainers and ongoing coaching from internal instructional coaches under the direction of curriculum coordinators
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 6: Expect writing to be a daily lesson component in all classrooms K-3 and integrated into subject areas on a regular basis in grades 4-12.

- Expected Outcome: Integrate writing into learning opportunities K-12 on a consistent basis to provide writing practice as well as develop higher level thinking skills
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Clearly stated expectations to all staff, regular monitoring by building leaders and instructional coaches, and professional development in writing instruction provided as needed
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 7: Require that Social Studies and Science are taught a minimum of three hours per week at all elementary and middle schools.

- Expected Outcome: All students will receive regular instruction in social studies and science
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Task force of administrators, teachers, instructional coaches, and curriculum coordinators to develop a consistent elementary and middle school schedule that provides enough learning time for teaching social studies and science
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 8: Provide a variety of intervention programs to accelerate learning in reading and math.

- **Expected Outcome:** Determine appropriate programs that will provide effective interventions for students in the areas of reading and math
- **Timeline:** School Year 2012-2013 at Targeted Sites and Annually
- **Resources Necessary:** Identify intervention programs that meet the needs of Bibb County students, select teachers to deliver interventions and provide professional development and coaching required to implement successfully
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 9: Build a minimum of 30 minutes of daily intervention/extension time into the school schedule.

- **Expected Outcome:** Assure that time is available for adequate intervention/extension time within the daily schedule for all students
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Task force of administrators, teachers, instructional coaches, and curriculum coordinators to develop a consistent elementary and middle school schedule that provides intervention/extension time
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 10: Provide intensive professional development for all teachers in grades 6-12 to become proficient reading instructors so they can assist students in addressing reading deficiencies.

- **Expected Outcome:** Secondary teachers will develop the skills necessary to identify and instruct students in reading who lack the skills necessary to be successful in high school courses
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Reading instruction for secondary teachers
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 11: Deliver language instruction in Mandarin Chinese to all preK-12 students.

- Expected Outcome: Students will graduate with proficiency in Mandarin Chinese in order to enhance their global competitiveness
- Timeline: PreK-3 program implemented in 2012-2013; 4-5 program in 2013-2014; middle school in 2014-2015; and high school program in 2015-2016 (i.e., based on availability of Chinese teachers and funding)
- Resources Necessary: Time in the school day for 30 minutes of instruction and Mandarin Chinese teachers (i.e., 10-125)
- Lead Department: Teaching and Learning
- Measure of Effectiveness: Cohort of elementary students' will be proficient in Mandarin Chinese and proficiency in Mandarin Chinese will create the opportunity for students to compete for a full scholarship to attend college in China

Cost: Redirected from within current budgets

Action Step 12: Explore resources for other available second language experiential learning opportunities for Bibb County school students (e.g., two week summer camp experiences in Europe and other countries).

- Expected Outcome: Students will have international experiences that promote strength of character and enhance college readiness
- Timeline: School Year 2013-2014
- Resources Necessary: Resource listing of international student experiences for travel abroad and processes/procedures to provide safe and enriching learning opportunities
- Lead Department: Teaching and Learning
- Measure of Effectiveness: Documentation of students who participate in international experiences

Cost: \$0

Action Step 13: Evaluate and rewrite district policies and procedures (i.e., report cards, homework, and grading) and align practices to standards, rubrics, and clearly defined proficiency targets for each student.

- Expected Outcome: Research-based district policies and procedures that support student learning
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Compilation of current practices that hinder success for ALL students based on current structures such as, homework, grades, report cards, and retention policies

- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Strategy 2: Provide instruction, access, and opportunities to develop healthy living choices for students and staff.

Action Step 1: Provide daily, exercise options for students through regularly-scheduled, physical education classes (i.e., elementary, middle school, and high school from 3-5 times per week) and daily, non-structured, exercise sessions for elementary students.

- Expected Outcome: Assure that all students have scheduled time for physical activity in the school day to achieve improved physical and mental health
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Physical education staffing and daily schedule that allows time for physical activity
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Design and implement a food service program that incorporates natural, homegrown foods into healthy breakfast and lunch meal choices.

- Expected Outcome: Develop garden capacity and join with distributors of fresh foods to provide healthy food options for students at school mealtimes
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Training for food service, garden capacity, research on fresh food distributors, training for menu planning, preparation, and serving
- Lead Department: School Operations
- Measures of Effectiveness: Students make healthier food choices (as measured by observations and checklists)

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 3: Provide healthy living programs at strategically located school sites for staff members to engage in medically approved programs that are designed to address common health related issues such as stress, illness, anxiety, depression, smoking cessation, weight reduction, and diabetes.

- Expected Outcome: Develop healthy lifestyle programs that are easily accessible and inexpensive for staff

- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Adult, health/fitness trainer, gym space, and health/exercise curriculum
- Lead Department: Student Affairs
- Measures of Effectiveness: Number of staff participating, number of open sites at schools (i.e., gyms), and climate survey on need

Cost: Up to \$20,000 for staff stipends

Action Step 4: Provide a low cost, fitness facility at strategically located district site for staff members to access fitness programs, classes, and individualized exercise programs.

- Expected Outcome: Develop healthy lifestyle and reduce stress-related illnesses among staff
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Updated fitness center strategically located in the district, staff, resources and materials
- Lead Department: Student Affairs
- Measures of Effectiveness: Climate survey, number of staff participating, and reduction of health related illnesses

Cost: Redirected from within current budgets

Action Step 5: Identify and provide district incentives to encourage participation in a healthy lifestyle.

- Expected Outcome: Two (2%) of the staff participate
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Resources and materials, fitness trainer, location, and reduction in health costs
- Lead Department: Student Affairs
- Measures of Effectiveness: Number of staff participating and climate survey

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Strategy 3: Create innovative instructional practices that incorporate technology and available online resources to provide highly engaging instruction for students.

Action Step 1: Determine existing technology resources that improve instruction and engage students as learners.

- Expected Outcome: Identify and record current educational technology applications used in the district
- Timeline: School Year 2012- 2013 and Annually
- Resources Necessary: Information from Technology Department and from end-users of educational technology in the district and information from Finance Office (i.e., list of applications purchased annually)
- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Comprehensive list of current technology applications used in the district

Cost: Redirected from within current budgets

Action Step 2: Determine the educational technologies and applications that enhance existing curricula, promote advanced thinking skills, and encourage development of 21st century skills.

- Expected Outcome: Implementation of technology into the learning environment will be at high levels
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Technology infrastructure, coaching and professional development for teachers, and policies and procedures to monitor usage by students and staff (i.e., of programs and equipment)
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Explore research (e.g., University of Central Florida) and use technology to provide innovative, staff development training through the use of avatars.

- Expected Outcome: Bibb County will explore the use of avatars to enhance professional development for staff
- Timeline: School Year 2013-2014
- Resources Necessary: Technology infrastructure and research from other educational or business institutions in the United States utilizing avatars for professional development
- Department Lead: School Improvement and Redesign
- Measures of Effectiveness: More efficient and effective staff development delivery at a lower cost, increased engagement, and increased application of skills (i.e., as measured by self-report surveys, rubrics and implementation checklists)

Cost: Redirected from within current budgets

Action Step 4: Provide virtual learning opportunities for students through the use of student avatars (i.e., virtual field trips and bringing historical figures to life).

- Expected Outcome: Bibb County Students will be prepared for life in the 21st century through highly engaging technological experiences that provide a global perspective
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Technology infrastructure, trained teachers who instruct using avatars, policies and

procedures for overseeing proper usage of equipment and avatars and equipment for students to engage in use of a personalized avatar

- Department Lead: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Goal 3: Build adult capacity to accelerate learning for student populations who have historically underachieved.

Strategy 1: Create a culture of equity that addresses systemic racism through the use of the *Courageous Conversations* protocol.

Action Step 1: Provide ongoing training in *Courageous Conversations* by Pacific Education Group.

- Expected Outcome: Staff will utilize the Compass, Four Agreements, and Six Conditions to guide conversations regarding disparities in student results
- Timeline: School Year 2012-2013 (i.e., leadership) and Annually (i.e., staff)
- Resources Needed: Training in *Courageous Conversations* and staff stipends (if necessary)
- Department Head: School Improvement and Redesign
- Measures of Effectiveness: Survey of students, staff, and parents; Improved student achievement results and improved student behavior results (i.e., per Chart A); and decreases in disparities in student results

Cost: Redirected from within current budgets

Action Step 2: Provide ongoing support for implementation through use of “equity walk-throughs” and targeted professional feedback.

- Expected Outcome: Equitable results for all student groups
- Timeline: Summer 2014-Summer 2015 and Annually
- Resources Necessary: Time for equity teams to meet, time/resources for teams to conduct “walk throughs” at other sites, implementation rubrics/checklists, coaching for staff at sites, additional training (if necessary), feedback and practice opportunities, and materials and resources
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Proportionality in student participation results, reduction of achievement disparities between student groups, and equitable results in other targeted areas (e.g., discipline and special education)

Cost: Redirected from within current budgets

Strategy 2: Develop the efficacy mindset among staff, students, and parents so that all students will have strength of character and be college ready.

Action Step 1: Provide Efficacy Training for all staff.

- Expected Outcome: Develop beliefs among adults including staff, parents, and community members that all adults have the responsibility to create the conditions for all students to learn at high levels
- Timeline: **School Year 2011-2012** (i.e., Leadership) and Annually (i.e., with targeted groups of staff until all staff are trained)
- Resources Necessary: Training from the Efficacy Institute
- Lead Department: School Improvement and Redesign
- Measure of Effectiveness: Improved student achievement results and improved student behavior results (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Provide ongoing support for implementation through use of “efficacy walk-throughs” and targeted professional feedback.

- Expected Outcome: Provide training for staff to participate in “efficacy walk-throughs” to provide feedback to colleagues regarding implementation of efficacy concepts and strategies
- Timeline: **School Year 2013-2014** and Annually
- Resources Necessary: Time/resources for teams to conduct “walk throughs” at other sites, implementation rubrics/checklists, coaching for staff at sites, additional training (if necessary), feedback and practice opportunities, and materials and resources
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Improved student achievement results and improved student behavior results (i.e., per Chart A) and improved results on efficacy staff survey

Cost: Redirected from within current budgets

Action Step 3: Provide Response to Intervention (i.e., RTI) resources for all students in all buildings.

- Expected Outcome: All buildings will have clearly defined and well-articulated interventions for students that are automatically utilized as needed

- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: RtI staff and Teaching and Learning Department
- Lead Department: Teaching and Learning
- Measure of Effectiveness: Reduced Special Education referrals, reduction of behavior referrals, increased graduation rate, increased attendance rate, and reduced drop-out rate (i.e., data per Chart A)

Cost: Redirected from within current budgets

Strategy 3: Develop a review team responsible for ongoing evaluation of curriculum, specifically related to educational bias, stereotypes, cultural, and racial discrimination.

Action Step 1: Establish an equity review team that actively participates in the process of ongoing curriculum evaluation.

- Expected Outcome: The curriculum will provide culturally responsive representation of all races, cultures, and ethnic groups
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Evaluation team of district staff, students, and parents; evaluation rubric; and research of available evaluation instruments
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Student and parent surveys

Cost: Redirected from within current budgets

Action Step 2: Collect and review data at all levels and adjust policies and practices to ensure all student populations (e.g., particularly those who have been disproportionately represented, such as students of color) are proportionately represented in all courses (e.g., advanced studies, special education, and fine arts) as well as in co-curricular and extra-curricular activities.

- Expected Outcome: All students will have equitable access to all classes beyond core classes
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: District data to determine under- and/or over-representation of racial, cultural, and socioeconomic groups of students in district class and program offerings
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A) and student and parent surveys

Cost: Redirected from within current budgets

Goal 4: Create daily experiences that challenge student learning at levels of analysis, synthesis, and evaluation.

Strategy 1: Incorporate a rigorous course of study for prek-12 students in order to elevate interest and motivation for learning.

Action Step 1: Create classrooms where students are challenged by high expectations and are engaged in evaluating their own progress on teacher and student-established learning goals.

- **Expected Outcome:** Teachers utilize shared planning time for determination of goals
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** 1) Daily schedule that provides each grade level or subject area collaborative planning time; and 2) defined learning opportunities for certified staff to study and incorporate researched practices into their daily work (e.g., district and building level book studies, case studies, staff development during building staff meetings, and peer observations of exemplary teachers)
- **Lead Department:** Teaching and Learning
- **Measures of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Train certified staff to utilize research-based, instructional strategies that have proven, positive impact on student learning including, but not limited to: peer tutoring, reciprocal teaching, problem-solving teaching, self-verbalization, self-questioning, and cooperative versus competitive learning.

- **Expected Outcome:** Classroom instruction will be elevated to higher expectations, students will be more engaged, and truancy and drop-out rates will be reduced
- **Timeline:** School Year 2013-2014 and Annually
- **Resources Necessary:** Professional development for teachers and principals
- **Lead Department:** Teaching and Learning
- **Measure of Effectiveness:** Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 3: Provide gifted instruction, Advanced Placement classes, and Honors classes for all students.

- **Expected Outcome:** All students will be taught at the same standard as gifted, AP, and honors classes
- **Timeline:** School Year 2013-2014 and Annually

- Resources Necessary: Training in gifted endorsement and differentiation and study of requirements for AP and honors classes
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Transition from lecture-style instruction to more active, collaborative learning (e.g., “flip” curriculum).

- Expected Outcome: Develop teacher capacity to incorporate a variety of instructional strategies into the daily classroom that reduces lecture style instruction and moves toward collaborative and active learning in order to improve student interest and motivation
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Professional development and regular monitoring and feedback from instructional coaches, curriculum coordinators, and administrators
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 5: Require all elementary-aged students to initiate a portfolio based on a specific area of personal interest that they will continue to develop through high school (i.e., modeled after the Genius Project).

- Expected Outcome: Provide opportunities for each student to begin and develop a portfolio of study in elementary school that can be expanded into a topic of expertise over the life of their school career
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Study the Genius Project from Wisconsin to elaborate and develop for all Bibb County students.
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Focus on Technology

Goal 1: Develop a 21st century, wireless connection so that employees, students, and parents have equitable access to information essential to support student success.

Strategy 1: Design, build, maintain, and continually enhance Bibb County Schools technology infrastructure to enable total hardwired/wireless connectivity for sharing of teaching, learning, research, scholarship, the arts, and engagement anywhere at any time.

Action Step 1: Build a suitable, reliable, hardwired connection between all facilities in Bibb County.

- Upgrade network hardware and bandwidth to support the network core, distribution, and access layer connections
 - Upgrade all copper cabling to Cat 5 E Enhanced and certified
 - Install LAN wireless access points to provide coverage in all learning areas
 - Install certified fiber optic cabling within and to all buildings and stadiums on campus
- Expected Outcome: A fully functioning hardwired connection between each of the Bibb County School District Buildings and a wireless connection capability to the Bibb County School District from anywhere in Bibb County
- Timeline: Hardwire connectivity by Spring of 2013 and wireless completed by the Summer of 2014
- Resources Necessary: Approval of E-Rate funding, 3rd party network provider and consultant, and 10% matching funds from the District Operating Budget
- Lead Department: School Operations
- Measures of Effectiveness: Connectivity both in hardwire with a minimum of 97% reliability and software connectivity from any location in Bibb County

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Action Step 2: Implement District Standards to define the following: classroom configuration, building configuration, district level configuration, bandwidth needs, equipment replacement schedule, and disaster recovery.

- Expected Outcome: Minimum bandwidth connections as per district standards met at each location with an appropriate backup system in place
- Timeline: October 2012-October 2013
- Resources Necessary: 3rd party resource personnel
- Lead Department: School Operations
- Measures of Effectiveness: Connectivity throughout the district and an appropriate backup system functioning for the

entire district defined and meeting district standards

Cost: Redirected from within current budgets (e.g., SPLOST and current Technology budget)

Action Step 3: Design and build a metropolitan, free, wireless system that allows any faculty, student, or parent in Bibb County to partner and utilize the wireless connection that includes, but is not limited to the following:

- Specialized systems that depend on the network
- Environmental Management Control Systems (EMCS)
- Fire Alarm System
- Distance Learning Systems
- Conference Bridge System
- Remote Access (VPN) for staff and teachers (limited)
- **Expected Outcome:**
 - Super cloud wireless system installed and available throughout Bibb County and available for connection by anyone willing to partner with Bibb County School District
 - In addition, auxiliary services appropriate to the functioning of Bibb County Schools in place and available which include, but are not limited to a functioning fire alarm and detection system for fire, smoke and other hazardous conditions
- **Timeline:** School Years 2013-2017
- **Resources Necessary:** E-rate monies and consultant for initial installation and third party network manager
- **Lead Department:** School Operations
- **Measures of Effectiveness:** A wireless cloud system throughout Bibb County with the highest rated connectivity, bandwidth that meets district standards, and a wireless package that can not only be delivered to students of Bibb County at home as well as school, but also offered to other public and or private entities throughout Bibb County

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Action Step 4: Provide and ensure that online library resources, collection space, and other tools and technologies for learning and communicating are available for faculty, students, parents, and other partners where appropriate by upgrading the Television Broadcasting System, creating district, building and classroom configurations, assigning bandwidth needs and defining an equipment replacement schedule.

- **Expected Outcome:** Full motion video studio system available for broadcasting commercially in Bibb County and capability of full motion video connection for each of the buildings in Bibb County
- **Timeline:** School Years 2013-2015

- **Resources Necessary:** One complete studio with suitable equipment and resources for public broadcast, one portable cart for each school capable of global full motion connectivity and staffing for the studio
- **Lead Department:** School Operations
- **Measures of Effectiveness:** Ability for any classroom in Bibb County to reserve time and global connectivity

Cost: Redirected from within current budgets

Action Step 5: Identify, utilize, and periodically update hardware and wireless connections for the teaching, learning, and business environments.

- **Expected Outcome:** All connections will meet or exceed current industry standards and maintain those standards throughout district network use
- **Timeline:** School Years 2013-2015
- **Resources Necessary:** Upgrade of wiring, switches, routers, and other required connection components that meet or exceed district standards, provide IP enable wireless equipment and VOIP
- **Lead Department:** School Operations
- **Measures of Effectiveness:** Speed of connectivity on the district hardwires connection and the wireless capability meets or exceeds current standards in the industry

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Action Step 6: Provide free, home internet access to all students.

- **Expected Outcome:** In addition to the hardwire connectivity at each school and all other district buildings, we will include wireless connectivity that covers all of Bibb County using a cloud format for data storage, retrieval, and application usage
- **Timeline:** School Years 2013-2015
- **Resources Necessary:** Tower installation with the ultimate goal of could usage for county-wide connectivity
- **Lead Department:** School Operations
- **Measures of Effectiveness:** County-wide connectivity

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Action Step 7: Work with local organizations and foundations to provide students living in poverty with a home computer.

- **Expected Outcome:** Each student identified as low income or in a poverty setting will be provided an appropriate

technology device with wireless access as provided through Action Step 6

- Timeline: **School Year 2014-2015**
- Resources Necessary: E-rate funding and contributions of foundations or community supported sources in Bibb County
- Lead Department: School Operations
- Measures of Effectiveness: All students in a home identified as low-income will be “checked-out” an appropriate technology device with low cost internet connection described in Action Step 6

Cost: Funds secured through grants, community/business partners, and/or local or national foundations

Action Step 8: Continue a convenient financing program to district staff to purchase personal lap top computers.

- Expected Outcome: Any employee in Bibb County School District may procure a technology device currently available on the district’s approved purchasing list and financing will come from monthly withdrawals from their paychecks to reimburse the district (i.e., actual ownership of the device will be retained by the district until paid in full at the end of one year)
- Timeline: **School Year 2012-2013**
- Resources Necessary: An agreement between the Bibb County School District and the vendor providing technology device which will provide each employee who expresses an interest the same cost bid to the Bibb County Schools
- Lead Department: School Operations
- Measures of Effectiveness: An opportunity for all employees to obtain a technology device currently available on the district’s approved purchasing list at the same cost provided to the Bibb County School District

Cost: Redirected from within current budgets

Strategy 2: Enhance district effectiveness through the application of technologies including, but not limited to, a seamless, county-wide super-cloud shared with public and private partners.

Action Step 1: Provide training for information technology professionals and the community partners connected to our super wide web community.

- Expected Outcome: District information technology professionals and community partners demonstrate understanding and effective use of the district’s network system, including the super-cloud
- Timeline: **Summer 2015**
- Resources Necessary: Identification of on-line training locations and certified training personnel
- Lead Department: School Operations
- Measures of Effectiveness: District information technology professionals and community partners demonstrate

minimum competences for the district's network and super-cloud

Cost: Redirected from within current budgets

Action Step 2: Create a system that allows video conferencing and video streaming activities to enhance communication and education across a broad geographical spectrum by: 1) increasing use of streaming video; 2) increasing use of video teleconferencing and distance learning; 3) increasing trends toward 1:1 computing in K-12; 4) increasing use of web-based (versus computer-based or textbook based); and 5) increasing use of IP-based voice.

- Expected Outcome: A clear identification of resources available of a global nature for the purposes of video connectivity from any of our classrooms to appropriate sites world wide
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Third party providers of appropriate full motion video connections identified and available free or at reduced cost
- Lead Department: School Operations
- Measures of Effectiveness: Minimum of one classroom per grade level or department at each site actively participating in interactive full motion video conferencing using resources provided by Bibb County Schools

Cost: Cost: Redirected from within current budgets

Action Step 3: Create and add virtual learning activities to individual classrooms so students can learn independently and in the home.

- Expected Outcome: Virtual learning for academic credit through a virtual school provided by Bibb County School District
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Third party online instruction capability and establish a management site and coordinator for the purpose of modeling and expanding virtual learning
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Every student in Bibb County Schools will have successfully completed at least one online course before graduation

Cost: Redirected from within current budgets

Goal 2: Coordinate programs and services to ensure reliable and efficient implementation of new classroom (i.e., physical and/or virtual) technologies for the entire district.

Strategy 1: Provide training, monitor implementation, and assess results of systems and programs in use across the district to ensure that student results and staff productivity are positively impacted by available technology.

Action Step 1: Create simple and secure methods of sharing electronic teaching materials among faculty, students, and local colleges and universities.

- Expected Outcome: Every teacher and administrator will have VOIP connection, access to appropriate webpage, and available for access by students, teachers, and appropriate district personnel
- Timeline: School Year 2013-2014
- Resources Necessary: Third party consultant, appropriate software and hardware, and suitable web-based training for use
- Lead Department: School Operations
- Measures of Effectiveness: A communication system in place for every appropriate staff member identified

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Action Step 2: Provide expanded, on-line learning opportunities for students and staff.

- Expected Outcome: Engage students in world-wide, enriching, virtual learning opportunities.
- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: Partnerships with agencies and/or colleges providing virtual learning opportunities and special grant funding
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Minimum of one classroom per grade level or department at each site actively participating in virtual learning opportunities

Cost: Redirected from within current budgets

Action Step 3: Explore providing every student with a hand-held technology tool that supports and/or accelerates classroom learning.

- Expected Outcome:
 - Subject area and departments will identify the appropriate technology device for use in their area
 - Conduct competitive bidding for securing appropriate hand-held technology district-wide
 - Develop policies and procedures for issuing, monitoring, and replacing hand-held technology devices

- Timeline: School Year 2014-2015
- Resources Necessary: Funding, individuals to conduct bidding process, review and update of policies and procedures, and appropriate training from the Technology Department
- Lead Department: School Operations
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets (e.g., SPLOST and funds to be derived from E-rate)

Focus on Structure of Schools

Goal 1: Design and implement a district-wide calendar which minimizes significant learning-loss and increases student achievement and development.

Strategy 1: Research effective year-round instructional calendars (i.e., national and international), identify those that maximize student learning, and implement a calendar that responds to the unique learning needs of the 21st century learner.

Action Step 1: Collaborate with local universities to provide additional dual enrollment opportunities, mentoring experiences, and instructional opportunities for students.

- **Expected Outcome: Identify and develop supports and structures (e.g., higher education partnerships, high school schedules, etc.) that provide students with high school course options that award college credit through one or more of the following:**
 - Advanced Placement
 - International Baccalaureate
 - College in Schools
 - Postsecondary Enrollment Options
 - Direct Credit
 - Dual Enrollment
 - Early Enrollment
 - Middle College
 - Summer College
 - Technical Credit
- **Timeline: School Year 2012-2013 and Annually**
- **Resources Necessary: Clear expectations that define the scope of work and the outcome requirements; Strategic Plan; federal, state and local laws and policy requirements; district, department and outside expertise; current course catalog; college partnerships and college course offerings; resources to send teams to visit model portfolio districts and portfolio schools that support students to earn college credit**
- **Lead Department: Teaching and Learning**
- **Measures of Effectiveness: Increase in number of students graduating from high school with college credit**

Cost: Redirected from within current budgets

Action Step 2: Establish a partnership with local medical hospitals, businesses, faith-based organizations, and non-profit agencies to provide innovative internships as well as cultural and social learning opportunities for students.

- Expected Outcome: Develop more opportunities with local partners including churches and businesses in each zone
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Resources and materials, training, in-house attorney for community engagement, and volunteer coordinator
- Lead Department: Student Affairs
- Measures of Effectiveness: Number of partners for each zone assigned and volunteers participating in school

Cost: Redirected from within current budgets

Action Step 3: Develop a year-round school calendar which maximizes instructional time and provides additional time for strategic intervention and extension for all students.

- Expected Outcome: Implement a year around calendar for our schools using a balanced calendar
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Resources and materials and professional development
- Lead Department: School Operations
- Measures of Effectiveness: Year round school implemented throughout the district, provide extended learning during intercessions, and increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Goal 2: Create a portfolio of schools of choice designed to maximize achievement where students and families make informed decisions regarding school options.

Strategy 1: Develop transitional, yet sustainable educational alternatives for students who perform better in a non-traditional school setting.

Action Step 1: Research effective alternative school structures (i.e., nationally and internationally) and identify those that maximize student learning.

- Expected Outcome: Develop a model for alternative learning for students
- Timeline: School Year 2012-2013
- Resources Necessary: Data from internal and external stakeholder survey; data regarding workforce demands locally, nationally and internationally; district mission, vision and core values; and Strategic Plan

- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Spreadsheet reflecting schools, locations and interest based focus

Cost: Redirected from within current budgets

Action Step 2: Develop a steering committee to create a plan for a minimum of two alternative schools.

- Expected Outcome: Develop a clear charge statement, including a structure for the plan, that results in a written plan for alternative schools
- Timeline: Spring 2012 for Implementation School Year 2012-2013
- Resources Necessary: Clear committee charge statement that defines the requirements of the plan, including providing for alternative placements (when necessary)
- Lead Department: Student Affairs
- Measures of Effectiveness: Written comprehensive, alternative schools plan that meets all the requirements of the committee charge statement

Cost: Redirected from within current budgets

Action Step 3: Ensure all alternative schools are designed to support “on-time” high school graduation through providing a broad range of structures and supports to recover credit and accelerate learning (e.g., alternate school year, alternate school day, alternate course structures, and aggressive credit recovery components).

- Expected Outcome: Develop a quality educational alternative (i.e., that maintains and/or accelerates learning toward “on-time” high school graduation) for students who require an educational option outside of their current school setting (i.e., due to parent choice, administrative placement, etc.)
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Research on high performing alternative schools, Resources to support school design and implementation (e.g., facilities, staffing, curriculum, etc.), Drop Out Data, Suspension and Expulsion Data, Student Input
- Lead Department: Student Affairs
- Measures of Effectiveness: Increased Student Achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 4: Develop a preliminary budget that reflects costs (i.e., including potential savings and potential expenses), review the financial impact of the implementation of the alternative schools plan, and align finances with the implementation of the district's Strategic Plan.

- Expected Outcome: Completion of budget components on the sub-committee submitted plans
- Timeline: Summer 2012 and Annually
- Resources Necessary: Preliminary "cost outs" from finance department based on sub-committee recommendations and descriptions
- Lead Department: Finance
- Measures of Effectiveness: Completed portfolio schools steering committee and sub-committee budgets that reflect the committees' recommendations

Cost: Redirected from within current budgets

Action Step 5: Make final adjustments to the plan, finalize the budget, and communicate the key components of the alternative schools plan to internal and external stakeholders.

- Expected Outcome: Reviewed, realigned and completed comprehensive plans for portfolio schools plan
- Timeline: Summer 2012 and Annually
- Resources Necessary: Results from the submitted waivers
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Changes to the comprehensive portfolio schools plan that reflect compliance with federal and state requirements and reflects local expectations, positive feedback from internal and external stakeholders (e.g., through surveys, focus groups and forums)

Cost: Redirected from within current budgets

Strategy 2: Develop a comprehensive plan, based on research and internal and external input, to create a portfolio of schools reflecting a broad range of interest-based learning options for students.

Action Step 1: Review data collected from internal and external stakeholders to determine the focus of portfolio schools district-wide.

- Expected Outcome: Determine which of the following interest based schools will be developed as a learning option for students:
 - Agriculture, Food and/or Natural Resources
 - Global Communication and/or International Studies
 - Montessori Education (Philosophy and curriculum defined by Maria Montessori)

- International Baccalaureate and/or Pre-International Baccalaureate
 - Asian Studies
 - Government, Human Services, and/or Public Administration
 - Transportation, Distribution and Logistics (includes Aviation and Flight)
 - Communications (includes Advertising, Journalism, Marketing and Public Relations)
 - Education and Teacher Preparation
 - Law and Public Safety (includes Corrections and Security)
 - Architecture, Construction, Design and/or Manufacturing
 - Science, Technology, Engineering and Mathematics (includes Information Technology and Alternative Energy)
 - Business Administration, Business Management, Economics, Finance, and/or Music Industry Management
 - Culinary Arts, Hospitality and/or Tourism
 - Health Sciences and/or Medicine (includes Nursing)
 - Military
 - Sports and Fitness
 - Fine Arts (Music, Drawing, Sculpture, Dance, etc.)
- Timeline: Spring 2012
 - Resources Necessary: Data from internal and external stakeholder survey; data regarding workforce demands locally, nationally and internationally; district mission, vision and core values; and Strategic Plan
 - Lead Department: School Improvement and Redesign
 - Measures of Effectiveness: Survey results

Cost: Redirected from within current budgets

Action Step 2: Develop a steering committee consisting of key district, department, and building leaders and staff representatives to review current research and input to produce a comprehensive, portfolio schools plan that includes clear timelines for implementation.

- Expected Outcome: Develop a clear charge statement, including a structure for the plan, that results in a written plan for portfolio schools
- Timeline: School Year 2012-2013
- Resources Necessary: Clear committee charge statement that defines the requirements of the plan, including providing for alternative placements (when necessary)
- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Written comprehensive, portfolio schools plan that meets all the requirements of the committee charge statement

Cost: Redirected from within current budgets

Action Step 3: Develop sub-committees charged with generating detailed “sub-plans” which identify key structures and practices that must be developed, reviewed, revised, and realigned to successfully support a portfolio of schools.

- Expected Outcome: Develop sub-committees to address key structures and practices including, but not limited to, the following:
 - Calendar and Scheduling (including addressing school start and end times, extended day opportunities, and Open Campus)
 - Staffing, including administrative, instructional and non-instructional staff
 - Student Enrollment and/or Assignment (i.e., including assignment to alternative settings)
 - Curriculum (i.e., including implementation of CCGPS, local requirements and “interest-based” curricular focus)
 - Extended Day Programs (i.e., aligning focus of after school programming with school focus)
 - Professional Development
 - Technology (i.e., including infrastructure, equipment, software and training)
 - Transportation
 - Construction, Facilities and Maintenance
 - Registration and Records
 - Federal and State Programs
 - Communication
- Timeline: School Year 2012-2013
- Resources Necessary: Clear sub-committee charge statement that defines the scope of work and the requirements of the sub-committees written contribution to the comprehensive, portfolio schools plan; Strategic Plan; federal, state and local Requirements and expectations; district, department and outside expertise; and resources to send teams to visit model portfolio districts and portfolio schools
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Written comprehensive, sub-committee plans that meet all the requirements of the sub-committees’ charge statements

Cost: Redirected from within current budgets

Action Step 4: Explore forming a collaborative partnership with public transportation providers to offer economically efficient transportation to, and from, portfolio schools for high school aged students.

- **Expected Outcome:** Effective and efficient transportation plan that supports the portfolio schools model
- **Timeline:** School Year 2012-2013
- **Resources Necessary:** Completed portfolio schools plan (i.e., for high school students), high school enrollment profiles, public transportation routes, federal and state transportation regulations, and input from stakeholders
- **Lead Department:** School Operations
- **Measures of Effectiveness:** Flexible transportation framework that ensures safe, on-time, drop-off and pick-up at school sites (i.e., within budget provided)

Cost: Redirected from within current budgets

Action Step 5: Include a preliminary budget that reflects costs (i.e., including potential savings and potential expenses), review the financial impact of the implementation of the portfolio schools plan, and align finances with the implementation of the district's Strategic Plan.

- **Expected Outcome:** Completion of budget components on the sub-committee submitted plans
- **Timeline:** School Years 2012-2014
- **Resources Necessary:** Preliminary "cost outs" from finance department based on sub-committee recommendations and descriptions
- **Lead Department:** Finance
- **Measures of Effectiveness:** Completed portfolio schools steering committee and sub-committee budgets that reflect the committees' recommendations

Cost: Redirected from within current budgets

Action Step 6: Review current federal, state, and local requirements and/or expectations, incorporate aligned requirements and/or expectations into the plan, and identify and record any barriers presented by federal, state, or local requirements and/or expectations.

- **Expected Outcome:** Incorporate aligned requirements and/or expectations into the plan and develop an appendix that reflects the federal, state or local requirements or expectations that present barriers to implementation of the plan
- **Timeline:** School Year 2012-2013

- **Resources Necessary:** Federal, state and local guidelines that inform the following areas:
 - Calendar and Scheduling (including addressing school start and end times, extended day opportunities, and Open Campus)
 - Staffing, including administrative, instructional and non-instructional staff
 - Student Enrollment and/or Assignment (i.e., including assignment to alternative settings)
 - Curriculum (i.e., including implementation of CCGPS, local requirements and “interest-based” curricular focus)
 - Extended Day Programs (i.e., aligning focus of after school programming with school focus)
 - Professional Development
 - Technology (i.e., including infrastructure, equipment, software and training)
 - Transportation
 - Construction, Facilities and Maintenance
 - Registration and Records
 - Federal and State Programs
 - Communication
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Appropriate changes reflected in the plan and development of a comprehensive appendix that identifies barriers

Cost: Redirected from within current budgets

Action Step 7: Compile barriers to implementation of the plan and identify potential solutions, including requesting waivers from appropriate federal and/or state offices.

- **Expected Outcome:** Reflect identified solutions in the plan and submit waiver requests to appropriate federal, state or local authorities
- **Timeline:** School Years 2012-2014
- **Resources Necessary:** Process for submitting waiver requests to federal, state and local authorities; Federal, state and local guidelines that inform the following areas:
 - Calendar and Scheduling (including addressing school start and end times, extended day opportunities, and Open Campus)
 - Staffing, including administrative, instructional and non-instructional staff

- Student Enrollment and/or Assignment (i.e., including assignment to alternative settings)
 - Curriculum (i.e., including implementation of CCGPS, local requirements and “interest-based” curricular focus)
 - Extended Day Programs (i.e., aligning focus of after school programming with school focus)
 - Professional Development
 - Technology (i.e., including infrastructure, equipment, software and training)
 - Transportation
 - Construction, Facilities and Maintenance
 - Registration and Records
 - Federal and State Programs
 - Communication
- Lead Department: School Improvement and Redesign
 - Measures of Effectiveness: Developed solutions reflected in the plan and necessary waivers submitted

Cost: Redirected from within current budgets

Action Step 8: Make final adjustments to the plan, finalize the budget, and communicate the key components of the portfolio schools of choice to internal and external stakeholders.

- Expected Outcome: Reviewed, realigned and completed comprehensive plans for portfolio schools plan
- Timeline: School Years 2012-2014
- Resources Necessary: Results from the submitted waivers
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Clear communication plan, compliance with all federal, state, and local requirements and smooth transition to portfolio schools model

Cost: Redirected from within current budgets

Strategy 3: Present plan to district leaders, district departments, and schools and begin “pre-work” necessary for beginning implementation of the portfolio schools plan in Fall 2014.

Action Step 1: Systematically prepare for successful implementation of the portfolio model.

- Expected Outcome: Use information gathered through committee work to develop clear processes, procedures and communication protocols, and to develop and implement action plans to complete the critical “pre-work” (i.e., budgeting, ordering, facilities preparation, professional development, etc.) necessary to ensure a successful

transition to the portfolio schools of choice model

- Timeline: School Year 2013-2014

- Resources Necessary:

- Involvement of district, department and school level personnel
- Clear processes and procedures and/or action plans to ensure successful implementation of the following:
 - Calendar and Scheduling (including addressing school start and end times, extended day opportunities, and Open Campus)
 - Staffing, including administrative, instructional and non-instructional staff
 - Student Enrollment and/or Assignment (i.e., including assignment to alternative settings)
 - Curriculum (i.e., including implementation of CCGPS, local requirements and “interest-based” curricular focus)
 - Extended Day Programs (i.e., aligning focus of after school programming with school focus)
 - Professional Development
 - Technology (i.e., including infrastructure, equipment, software and training)
 - Transportation
 - Construction, Facilities and Maintenance
 - Registration and Records
 - Federal and State Programs
 - Budgeting
 - Communication

- Lead Department: School Improvement and Redesign

- Measures of Effectiveness: Successful transition to portfolio schools of choice model as evidenced by written processes, procedures and action plans and qualitative gathered from key stakeholders (e.g., focus groups, surveys, etc.)

Cost: Redirected from within current budgets

Strategy 4: Launch portfolio schools in Fall 2013 and develop and implement clear targets and evaluation measures for assessment of portfolio schools.

Action Step 1: Review the success of structures and strategies put in place to “launch” portfolio schools after on year of implementation and make appropriate adjustments to improve processes for fall 2014.

- Essential Outcome: Review key structures and practices utilized to “launch” portfolio schools including, but not limited to, the following:

- Calendar and Scheduling
- Staffing, including administrative, instructional and non-instructional staff
- Student Enrollment and/or Assignment (i.e., including assignment to alternative settings)
- Curriculum (i.e., including implementation of CCGPS, local requirements and “interest-based” curricular focus)
- Extended Day Programs (i.e., aligning focus of after school programming with school focus)
- Professional Development
- Technology (i.e., including infrastructure, equipment, software and training)
- Transportation
- Construction, Facilities and Maintenance
- Registration and Records
- Federal and State Programs
- Communication
- Timeline: **School Year 2014-2015**
- Resources Necessary: Feedback regarding “launch” strategies (e.g., possibly from surveys, etc.); Data from key structures and practices review
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Revised comprehensive portfolio schools plan

Cost: Redirected from within current budgets

Action Step 2: Utilize, review, and adapt evaluation measures specified in the district’s strategic plan, determine and develop additional measures that may be needed to evaluate the success of portfolio schools, and regularly assess and monitor the success of the schools.

- Expected Outcome: Develop a testing and evaluation plan for portfolio schools
- Timeline: **April 2014 – June 2014** (Develop Plan), **July 2014 – May 2015** (Regular Review of Data) and Annually
- Resources Necessary: District testing calendar, strategic plan, and comprehensive plan for portfolio of schools
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Regular review of data by Cabinet, department heads and Leaders at Work (i.e., LAW) cohorts

Cost: Redirected from within current budgets

Action Step 3: Provide feedback to schools based on data and provide commendations and expectations for improvement for the following school year.

- Expected Outcome: School “strength of character” targets met and student achievement targets met

- Timeline: School Year 2014-2015 and Annually
- Resources Necessary: School data
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Improvements in perception data (e.g., surveys), performance/achievement data (i.e., per Chart A), program data (e.g., PEC, AP, Honors, discipline, and fine arts) and participation data (e.g., attendance and equitable participation rates in programs)

Cost: Redirected from within current budgets

Action Step 4: Identify schools that must be redesigned following analysis of three years of initial implementation data, and continue analysis of data each subsequent year.

- Expected Outcome: School “strength of character” targets met and student achievement targets met
- Timeline: School Year 2016-2017 and Annually
- Resources Necessary: School data
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Improvements in perception data (e.g., surveys), performance/achievement data (i.e., per Chart A), program data (e.g., PEC, AP, Honors, discipline, and fine arts) and participation data (e.g., attendance and equitable participation rates in programs)

Cost: Redirected from within current budgets

Action Step 5: Reconstitute, close, or turn into a charter school any schools that persistently and chronically underperform for five consecutive years after the redesign process.

- Expected Outcome: Eliminate underperforming schools to ensure that “strength of character” targets are met and student achievement targets are met
- Timeline: School Year 2018-2019 and Annually
- Resources Necessary: School data and implementation of process for school redesign/closure
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Improvements in perception data (e.g., surveys), performance/achievement data (i.e., per Chart A), program data (e.g., PEC, AP, Honors, discipline, and fine arts) and participation data (e.g., attendance and equitable participation rates in programs)

Cost: Redirected from within current budgets

Goal 3: Design and implement a 21st century structure to maximize district performance and efficiency.

Strategy 1: Create financial efficiencies by examining grade level configurations, changing master schedules, and aligning building closures (i.e., as per 2009 SPLOST.

Action Step 1: Change the high school schedule from the current four block schedule to a seven period day which creates savings of approximately \$1.5 to 3 million dollars.

- Expected Outcome: Provide a more efficient option for engaging high school students in learning by changing to a more cost-effective high school schedule
- Timeline: School Year 2013-2014
- Resources Necessary: Develop a task force of high school principals, teachers, counselors, and others to study the impact of high school schedules on finances and teaching and learning
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Reduced cost and Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 2: Develop a task force to examine grade level configurations that maximize learning opportunities for 21st century learners.

- Expected Outcome: Establish a task force of staff and community members to research and evaluate educationally sound and efficient grade level configurations for optimal learning at all levels.
- Timeline: School Year 2013-2014
- Resources Necessary: Principals, teachers, parents, and community stakeholders
- Lead Department: Teaching and Learning
- Measures of Effectiveness: Research supported recommendations for effective grade level configurations

Cost: Redirected from within current budgets

Action Step 3: Develop a facilities task force to examine more efficient use of all facilities within the scope of the 2009 SPLOST.

- Expected Outcome: Task force will make recommendations to the Superintendent regarding effective and efficient use of existing and future facilities.
- Timeline: School Year 2013-2014
- Resources Necessary: Facilities Manager, teachers, administrators, community stakeholders.
- Lead Department: School Operations
- Measures of Effectiveness: Cost saving analysis of facilities usage in alignment with the 2009 SPLOST.

Cost: Redirected from within current budgets

Strategy 2: Evaluate the location of the central office, the structure of departments, and the process for making staff assignments and identify adjustments needed to establish greater effectiveness and/or efficiency.

Action Step 1: Redesign and restructure all departments by identifying the required levels of staffing and expertise needed to support the goals of the Strategic Plan.

- Expected Outcome: Create improved performance, increased effectiveness and improved efficiency through aligning required levels of staffing and needed expertise with outcomes established through the strategic plan
- Timeline: Summer 2012 and Annually
- Resources Necessary: Current department organizational charts, current department responsibilities, new/revised responsibilities as defined in the strategic plan, structures utilized in successful districts and/or in successful businesses, and federal and state staffing guidelines/requirements
- Lead Department: TBD (i.e., based on department assignments)
- Measures of Effectiveness: Improved stakeholder service as measured by feedback tools and reduction in stakeholder complaints

Cost: Redirected from within current budgets

Action Step 2: Explore methods for increasing economic efficiency (i.e., realizing a savings of approximately \$400,000) while improving the quality and scope of service provided by the Human Resources Department.

- Expected Outcome: Identify and determine savings that could be realized through “outsourcing” targeted Human Resources functions
- Timeline: School Year 2013-2014
- Resources Necessary: Current department organizational charts, current department responsibilities, new/revised responsibilities as defined in the strategic plan, effective structures utilized in successful districts and/or in successful businesses, information regarding “outsourcing” models, and federal and state staffing guidelines/requirements
- Lead Department: School Operations
- Measures of Effectiveness: Improved stakeholder service as measured by feedback tools, improved efficiency (i.e., including financial) and increased consistency in department processes and performance

Cost: Redirected from within current budgets

Action Step 3: Create a Research and Assessment Department to provide comprehensive data collection, analysis, and

training that supports instructional effectiveness, program quality, and student achievement.

- **Expected Outcome:** Identify and apply organizational structure for Research and Assessment Department that supports data collection, analysis and training as well as meets all federal, state and local testing and compliance requirements
- **Timeline:** School Year 2012-2013
- **Resources Necessary:** Current department organizational charts, current department responsibilities, new/revised responsibilities as defined in the strategic plan, effective structures utilized in successful districts and/or in successful businesses, and federal and state staffing guidelines/requirements
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Improved stakeholder service as measured by feedback tools and completion of statistically valid program evaluation reports that lead to strategic decisions regarding continuation of, adjustment to, and/or discontinuation of programming

Cost: Redirected from within current budgets

Action Step 4: Move the Central Office of Bibb County Schools to another location and develop a student and adult business school at the current central office location at 484 Mulberry Street.

- **Expected Outcome:** Development of portfolio school at current Central Office location
- **Timeline:** School Year 2014-2015
- **Resources Necessary:** Facilities funding, facilities management and redesign, and communication plan
- **Lead Department:** School Improvement and Redesign
- **Measures of Effectiveness:** Relocation of Central Office

Cost: Redirected from within current budgets

Action Step 5: Develop succession plans for all mid and upper level management to ensure students' learning remains a primary focus, to ensure key district functions are maintained at high levels of quality, and to support sustainability of critical district initiatives.

- **Expected Outcome:** Identify consistent format and develop clear expectations for all upper level managers to complete and submit succession plans for themselves and their administrative support personnel
- **Timeline:** School Year 2014-2015 and Updated Annually
- **Resources Necessary:** Current position responsibilities, new/revised responsibilities as defined in the strategic plan, and electronic format for recording information for detailed success plan

- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Completed succession plans for all upper level managers

Cost: Redirected from within current budgets

Action Step 6: Reassign building and department administrators every five years with the exception of specialized areas (e.g., finance, legal, transportation, and food service).

- Expected Outcome: Develop a schedule and criteria for reassignment of building/department administrators
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Annual survey of administrator's interest for future leadership opportunities, projection of administrative openings, report generated, and information provided to Superintendent's Cabinet
- Lead Department: School Operations
- Measures of Effectiveness: Increased student achievement (i.e., per Chart A)

Cost: Redirected from within current budgets

Action Step 7: Determine a process to assign instructional staff to portfolio schools of choice based on interest and/or expertise.

- Expected Outcome: Create a database which includes staff interests (i.e., based on learning focuses of portfolio schools), staff expertise (i.e., including areas of licensure) and staffing needs
- Timeline: School Year 2013-2014
- Resources Necessary: Assignment process flowchart that aligns with staffing needs; database of staff interests, expertise and licensure areas; and communication regarding process with instructional staff
- Lead Department: School Improvement and Redesign
- Measures of Effectiveness: Appropriately staffed portfolio schools of choice

Cost: Redirected from within current budgets

Goal 4: Develop and maintain a five-year, financial projection and spending plan which supports student achievement and provides the resources for a rigorous instructional program.

Strategy 1: Review and redesign the Finance Department's Operating Policies and Procedures to improve the department's effectiveness in managing the school district's fiscal responsibilities.

Action Step 1: Study student-weighted, budget allocation formulas.

- Expected Outcome: District resources will be more equitably distributed
- Timeline: School Year 2013-2014
- Resources Necessary: Staff resources to research funding allocation methods used by comparable school districts
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: More effective educational choices for our students

Cost: Redirected from within current budgets

Action Step 2: Establish consistent practices for communicating with stakeholders regarding district budgets.

- Expected Outcome: A budget that better reflects the needs and desires of the community
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Develop appropriate forums for the CFO to communicate the challenges and constraints of funding sources (i.e., presentations at board meetings and to civic, community and services organizations)
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: Raise the level of community awareness

Cost: Redirected from within current budgets

Action Step 3: Review expenditure patterns and make use of a needs assessment to ensure that each school is provided the necessary financial support (i.e., within the constraints of local, state, and federal funding) to meet the needs of all 21st century learners.

- Expected Outcome: An opportunity to directly impact the financial needs of the individual school
- Timeline: School Year 2013-2014 and Annually
- Resources Necessary: Staff resources to analyze decisions/choices made at the school level regarding the use of available funding
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: School financial needs will be met

Cost: Redirected from within current budgets

Action Step 4: Provide professional development to school and departmental (i.e., non-accounting) personnel designed to provide them with the support needed to fully utilize all accounting, budgeting, and purchasing functions and to ensure complete understanding of all financial data they are provided.

- Expected Outcome: All school and department staff involved in budgeting, purchasing or otherwise handling financial resources will demonstrate knowledge of all financial data they are provided
- Timeline: School Year 2012-2013
- Resources Necessary: Funding for school-based employee training
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: Established training schedules for semi-annual training of all school and department administrative and office staff

Cost: Redirected from within current budgets

Action Step 5: Develop processes and procedures which enable the Finance Department to meet or exceed customer needs, requirements, and reasonable expectations.

- Expected Outcome: Finance Division is highly rated service division with written policies and procedures that are consistently applied
- Timeline: School Year 2012-2013 and Annually
- Resources Necessary: Technology that will enable procedures to be streamlined and fully automated and funding for continuing education
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: Detailed written policies and procedures manual

Cost: Redirected from within current budgets

Action Step 6: Explore an Early Retirement Incentive Program for district employees.

- Expected Outcome: Financial savings will be realized by hiring young, less experienced staff including teachers which will promote renewal in a time of curricular and instructional change
- Timeline: School Year 2013-2014
- Resources Necessary: Board approval of new board policy as well as necessary funding to implement program
- Lead Department: CFO and Finance Division
- Measures of Effectiveness: Eligible employees are well-educated about the incentives being offered and are taking advantage of the Early Retirement Incentive Program

Cost: Redirected from within current budgets

Action Step 7: Make use of live birth data and perinatal statistics provided by county agencies to project student enrollment.

- **Expected Outcome:** Improved accuracy in student enrollment projections
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Collaborations with state and county agencies and the March of Dimes
- **Lead Department:** CFO and Finance Division
- **Measures of Effectiveness:** Staffing and budget projects are drive by more accurate student projections with insignificant variation between original and actual budgets

Cost: Redirected from within current budgets

Goal 5: Ensure that the District's facilities are designed and maintained to meet the teaching and learning requirements of 21st century learners.

Strategy 1: Provide 21st century facilities that are appropriate and meet the students' needs.

Action Step 1: Develop a Five-Year Facility Plan which ensures that all facility needs are represented and that all needed improvements and/or renovations are completed in a timely manner.

- **Expected Outcome:** The continuous development of educational facilities that meet the District's needs
- **Timeline:** To coincide with State reporting requirements
- **Resources Necessary:** Funding for consultants to assist in the development of the 5Year Facility Plan
- **Lead Department(s):** School Operations
- **Measures of Effectiveness:** Facilities that will adequately meet the needs of our 21st century students

Cost: Redirected from within current budgets

Action Step 2: Maintain and monitor a clean, safe, and appropriate work environment for all students, staff, and visitors.

- **Expected Outcome:** Establish cleaning and maintenance standards for all district buildings
- **Timeline:** School Year 2012-2013 and Annually
- **Resources Necessary:** Capital and other funding to make the necessary renovations, improvements and/or repairs to school facilities

- **Lead Department(s):** School Operations
- **Measures of Effectiveness:** Facilities that are well maintained and designed to be appropriate for enabling the District to fulfill its mission of preparing students for a 21st century, multi-ethnic global economy

Cost: Redirected from within current budgets

Action Step 3: Provide dormitory style housing to students who are experiencing unforeseeable circumstances.

- **Expected Outcome:** In collaboration with business, faith-based, governmental and other community-based organizations, dormitory style housing will be provided for our students
- **Timeline:** July 2014 (for Initial dormitory opening); January 2016 (for second dormitory style housing)
- **Resources Necessary:** Available buildings
- **Lead Department(s):** Superintendent's Cabinet
- **Measures of Effectiveness:** Increase in overall student performance, graduation rate, and college preparation

Cost: Redirected from within current budgets

Goal 6: Organize and optimize financial resources to ensure that our students have strength of character and are college ready.

Strategy 1: Centralize the district's financial procedures and processes in order to ensure the most effective and efficient management of district resources.

Action Step 1: Establish procedures that ensure all cash and monetary transactions are processed exclusively by the Central Office Finance Department.

- **Expected Outcome:** Schools and departments will not handle cash nor have checkbooks or school credit cards
- **Timeline:** Summer 2012
- **Resources Necessary:** Funding for travel for selected Finance Department personnel to visit other school districts where these procedures have been fully implemented
- **Lead Department(s):** CFO and Finance Division
- **Measures of Effectiveness:** No checks will be written outside the Finance Division

Cost: Redirected from within current budgets

Action Step 2: Place all services directly related to finance for bids on a regular basis.

- Expected Outcome: scheduled time for bidding of finance services
- Timeline: July 2012 and every subsequent three years
- Resources Necessary: Funding for advertisement of the Invitations to Bid in local and regional publications
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: Services will be bid every three years

Cost: Redirected from within current budgets

Action Step 3: Identify procedures and practices that will move the school district toward a paperless system of operation.

- Expected Outcome: All Payroll and Accounts Payable documents will be available electronically; no paper documents will be retained
- Timeline: School Year 2013- 2014
- Resources Necessary: Technology that supports electronic signature approval and electronic archiving of documents; electronic time keeping system that interfaces software; funding for conversion and training
- Lead Department(s): CFO and Finance Division
- Measures of Effectiveness: Electronic processing of all payroll time records and Accounts Payable functions

Cost: Redirected from within current budgets